

LOYOLA UNIVERSITY NEW ORLEANS

GRADUATE BULLETIN

2003-2005



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Policy on Nondiscrimination

Loyola University New Orleans has fully supported and fostered in its educational programs, admissions, employment practices, and in the activities it operates the policy of not discriminating on the basis of age, color, disability, national origin, race, religion, sex/gender, or sexual orientation. This policy is in compliance with all applicable federal regulations and guidelines.

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LOYOLA UNIVERSITY
NEW ORLEANS
GRADUATE BULLETIN
October 2003
Loyola University New Orleans

LOYOLA UNIVERSITY

NEW ORLEANS

is a Catholic institution

that emphasizes the Jesuit tradition

of contributing to the liberal education

of the whole person.

The university searches for those students
who are not satisfied with the ordinary,
but who thrive on
challenge.

Our purpose is to provide quality education
for a select group of students.

Loyola University New Orleans is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912, with ownership vested in the Loyola community of Jesuit Fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, Loyola still operates under its founding purpose of offering a liberal arts education on the undergraduate level to all who seek knowledge and truth.

Loyola University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033, (404) 679-4500) to award bachelor, master, and doctor (juris doctor) degrees.

All educational programs and activities are open to all qualified persons without regard to age, color, disability, national origin, race, religion, sex/gender, or sexual orientation in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment of over 5,900 students, including over 3,800 undergraduate students, and 2,000 graduate, law, and other students.

Loyola's student body is geographically diverse. Students represent 49 states, the District of Columbia, Puerto Rico, and 48 foreign countries. Students also represent a wide range of social and economic backgrounds.

Loyola is located in a residential area of uptown New Orleans known as the University Section. Fronting on tree-lined St. Charles Avenue where streetcars are the mode of public transportation, the main campus faces Audubon Park directly across the avenue. The 19-acre campus is a collection of beautiful Tudor-Gothic buildings and modern architecture. Two blocks up St. Charles Avenue is the four-acre Broadway Campus.

In recent years, Loyola University New Orleans has consistently ranked among the top regional colleges and universities in the South and one of the top 60 in the United States by *U.S. News and World Report's* special issue "America's Best Colleges."

Loyola is committed to the task of equipping its students to know themselves, their world, and their potential. It operates from the belief that to perform that function properly, it must strive to be an academic community composed in a manner fitting today's pluralistic society and ecumenical age. Students of all beliefs and faiths are welcome at Loyola.

CONTENTS

5	Graduate Programs
6	Statement of Educational Purpose
7	Goals of Loyola
13	Loyola Character and Commitment Statement
16	Graduate Admission
20	Tuition, Fees, and Financial Aid
27	Academic Facilities, Centers, and Institutes
36	Academic Regulations
49	Joseph A. Butt, S.J., College of Business Administration
64	Criminal Justice
69	Education and Counseling
81	Mass Communications
87	Music
99	Nursing
109	Loyola Institute for Ministry (LIM)
129	Religious Studies
136	Student Spiritual Formation
139	Student Life
148	University Administrators
150	Graduate Faculty
158	The Story of Loyola University
162	Association of Jesuit Colleges and Universities
163	Index
167	Academic Calendar

GRADUATE PROGRAMS

BUSINESS ADMINISTRATION (College of Business Administration)

Master of Business Administration

Master of Business Administration/Juris Doctor

CRIMINAL JUSTICE (City College)

Master of Criminal Justice

EDUCATION (College of Arts and Sciences)

Master of Science in Counseling

Master of Science in Counseling/Master of Pastoral Studies

Master of Science in Reading

Master of Science in Elementary Education

Master of Science in Secondary Education

MASS COMMUNICATIONS (College of Arts and Sciences)

Master of Arts in Communications

Master of Arts in Communications/Juris Doctor

MUSIC (College of Music)

Master of Music

Master of Music Education

Master of Music Therapy

NURSING (City College)

Master of Science in Nursing

RELIGIOUS EDUCATION AND PASTORAL STUDIES (City College and Institute for Ministry)

Master of Religious Education

Master of Pastoral Studies

Master of Pastoral Studies/Master of Science in Counseling

RELIGIOUS STUDIES (College of Arts and Sciences)

Master of Arts in Religious Studies

Master of Arts in Religious Studies/Juris Doctor

LOYOLA UNIVERSITY NEW ORLEANS

STATEMENT OF EDUCATIONAL PURPOSE

Loyola is a comprehensive Catholic university that embodies the standards of academic excellence synonymous with Jesuit education. As a community united in the search for truth and wisdom, Loyola's faculty, students, and staff are committed to scholarship, service, and justice. Consistent with its Jesuit and Catholic heritage, the university is open to all qualified persons.

As enunciated in Goals of Loyola and elaborated in the Loyola Character and Commitment Statement, the mission of Loyola University is to provide a rigorous education grounded in values for an academically able student body selected from diverse geographic, ethnic, and economic backgrounds. While reaffirming its commitment to the educational needs of the citizens of New Orleans and of Louisiana, Loyola will continue to seek students from throughout the region, the nation and the world.

To achieve its goals, Loyola recruits faculty who are dedicated to instruction and advising, to research that enriches their teaching, and to service both to the university and to the larger community. To preserve its Jesuit character, Loyola seeks to maintain a substantial presence of Jesuits as faculty members. Acknowledging that education is not limited to the classroom, the institution employs staff who are committed to the education of the whole student. Through the curriculum, advising, campus ministry, co-curricular activities, and student life programming, faculty and staff strive to provide a supportive but challenging environment in which students can realize their individual potentials while coming to recognize their responsibility to serve others. To meet the diverse needs of its students, Loyola offers a curriculum rooted in the liberal arts and sciences and fully supportive of a wide range of pre-professional and professional programs. Though its principal focus is undergraduate education, the institution offers selected graduate programs that are consistent with its mission.

In the Ignatian tradition, Loyola University endeavors to develop students into a new generation of leaders who possess a love for truth, the critical intelligence to pursue it, and the eloquence to articulate it. The goal of a Loyola education is not mere technical competence but wisdom and social responsibility.

As approved by the Board of Trustees, "Goals of Loyola" is Loyola University's mission statement; the "Loyola Character and Commitment Statement" is an amplification of the institution's Jesuit and Catholic identity and tradition; the "Loyola Statement of Educational Purpose" is a distillation of these two documents to be used for planning and assessment purposes.

Approved 03/03/94—Mission Effectiveness Committee/Board of Trustees

Approved 03/17/94—University Planning Team

Approved 03/24/94—Academic & Faculty Affairs Committee/Board of Trustees

Approved 05/19/94—Board of Trustees

May 1994

GOALS OF LOYOLA

The following statement represents many months of work by faculty, administrators and students at Loyola. It was mandated by the Council on Academic Planning, approved by the Standing Council for Academic Planning and approved in July 1971 by the Board of Trustees. Revisions proposed by the Standing Council for Academic Planning and approved by the Board of Trustees in July 1973, January 1977, and May 1983 are incorporated in this edition of the Goals Statement.

LOYOLA UNIVERSITY IS A CATHOLIC INSTITUTION

Loyola, as a Jesuit university, is committed to the belief that Christianity presents a world view which is meaningful in any age. Although the message of Christianity is not wedded to any given philosophy, science, art, or politics, it is still not compatible with every point of view.

The person is central in a Catholic university. Its task is to equip its students to know themselves, their world, their potential and their Creator. To perform this function properly, it must strive to be one academic community composed of administrators, faculty, and students, both laypersons and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It can, therefore, be made up of many whose modes of commitment to university aims differ: of those who have dedicated their lives to the Christian faith commitment, of those who live non-Christian faith commitments, and of some who live no formal faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic university, each in his or her own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present or by provoking the quest for truth in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of people, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of those who seek the truth will not find a home here.

The Catholic university must foster among its students, its faculty, and the larger community a critical sense. To think critically one must have a place to stand. Criticism must be based upon agreement on basic values and principles. Without this there can be no meaningful disagreement. Loyola stands on its Catholic commitment. This commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should support excellence in theological instruction and scholarship as well as recognize the pre-eminent place of theology among the disciplines of higher learning. Catholic teaching should be presented in some structured way to aid the student to form her or his own world view.

Rapid change is a feature of contemporary life. Education should equip students to meet the rapid developments they will encounter and should enable them to make sound judgments as values undergo constant scrutiny. It is the tradition of the Society of

Jesus to discern what is good and true in the movements of history. Loyola pledges itself to educate its students to meet change with equanimity, good judgment and constructive leadership. Innovations in the direction of a more Christian and just structure for society are expected of the Loyola University community, its alumni and its friends.

Loyola is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices. In this endeavor it is particularly concerned with those prevalent economic, judicial and educational attitudes which are inconsistent with the social teachings of the Church.

LOYOLA CONCENTRATES ON LIBERAL EDUCATION

Loyola intends to achieve its goal of integrating the vision of faith with the remainder of human knowledge by concentrating on the liberal education of its students. While Loyola emphasizes studies in the liberal arts, it is also committed to professional study. Liberal studies assist a student to broaden and deepen convictions; professional studies assist a student to actualize convictions. Planning and efforts, therefore, are to be centered on the achievement of excellence in liberal and professional education.

Loyola is aware of the need for innovation in undergraduate education. Because of its size and independent status, Loyola is in a unique position to explore new programs and approaches in education. Loyola should experiment with the full realization that lack of change often implies more risk than change itself.

Loyola's spiritual and material resources will be dedicated to the support of graduate programs if they fulfill one or both of the following criteria:

- (a) they are necessary for strengthening undergraduate programs;
- (b) they fulfill serious community needs.

LOYOLA RECOGNIZES ITS COMMUNITY RESPONSIBILITIES

Loyola looks forward to its place in the community of the future. The American university of the future will be more involved in community service than the university of earlier decades. Loyola stands ready to do whatever is in its power as an independent Catholic university to solve the problems of American society today.

Loyola should make a serious effort to probe and uncover the latent unity of the Southern people so that together they may build a richer future for their children. Loyola should make conscious efforts to prepare the educationally underprivileged for college life and to make a college education available to them. In particular, Loyola recognizes its obligation to provide such educational opportunities to the Black community, which historically has been deprived of this advantage.

Within the limits of available resources, institutes, and programs will be created, developed or discontinued as the need arises under the scrutiny of the Standing Council for Academic Planning. Among present programs are those that serve high school students and teachers, the educationally and economically disadvantaged, nurses, law enforcement agencies, and labor.

LOYOLA IS A COMMUNITY OF SCHOLARS

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. In such a community, students and faculty are in contact with centuries of accumulated wisdom and should be active in shaping this wisdom for a new day. By reason of their formative life within this community, they should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. As a result, they should be capable of principled judgment in the face of complexity and

ambiguity, and humanely moved or divinely inspired to leave behind them a better world than they found.

Such a mission will best be accomplished in our day by a community drawn from many religious, ethnic and cultural backgrounds, and through firm, vigorous and dynamic programs in the arts, humanities, sciences, and law. It can be accomplished especially well by programs of studies which cross traditional disciplinary lines. Faculty and students are encouraged to collaborate in the formation of interdisciplinary curricula and programs.

The university's libraries comprise an essential component in the development of a community of scholars. The expansion and improvement of library resources are major objectives of the university. Therefore, Loyola should continue to participate in cooperative efforts among universities designed to reduce unnecessary duplication of library resources and to experiment with innovations such as information retrieval technology.

In sum, Loyola wishes to assist each person in becoming more aware of the problems of society and of his or her ability to correct these problems. Such a person would have a firm moral conviction to live up to his or her obligations to himself or herself to community and to God.

THE FUTURE OF THE UNIVERSITY

Loyola is potentially strong in three areas that are in some significant way unique: communications, music, and religion. By achieving excellence in these unique areas and sustaining its strong undergraduate departments, Loyola will be a significant force in higher education.

The university should aim at a gradual and studied increase in size of the student body consistent with maintaining quality programs, close student-faculty contact and maximum use of existing resources.

Loyola should increase and make more effective its ties with other colleges and universities in the New Orleans area. The New Orleans Consortium is a good example of how such effective bonds can be forged.

There is an obvious relationship between certain fields of study and the institutions and social movements of the modern city, state, and nation. A portion of studies such as business and the social or behavioral sciences should be done off-campus with students examining and working in institutions and agencies actually practicing in these fields. Such study can be an academic activity. It should be undertaken as part of regular academic programs because it is directly related to the subjects for which Loyola takes educational responsibility.

PRIORITIES INVOLVING PLANNING

One of the principal responsibilities of the Standing Council for Academic Planning (SCAP) is to direct an orderly and systematic planning sequence that will ensure that Loyola is prepared for the future. To fulfill this role, SCAP must carefully examine not only all the elements of any new programs but also assess the viability and quality of existing programs. Economic constraints, educational and professional needs and community expectations are necessary considerations in all recommendations.

As an additional responsibility, SCAP should be active in lending its support to the extension and development of the New Orleans Consortium so that fuller use of the combined resources of facilities, faculties, and staff may be made.

PRIORITIES INVOLVING STUDENTS

Loyola recognizes that value-oriented education must occur in the context of total human development and is founded upon an appropriate integration of the religious and intellectual development of the student and the education of the whole person. Loyola students should be provided with a foundation of learning experiences which will enable

them to develop further their personal values and life goals. For this reason, Loyola expects students to accept responsibility in determining policies, programs and curricular requirements. The university involves students in the planning of their education and the shaping of their environment and encourages student participation in the deliberations of faculty and administration.

Loyola is committed to the development of a culturally and educationally diverse student body and is pledged to represent this diversity in all programs and services which affect student life. One of Loyola's greatest assets is a student body which reflects the cultural diversity of metropolitan New Orleans. Loyola will make every effort to attract a sizable percentage of students from outside of Louisiana and the Deep South to increase the cultural, intellectual and demographic diversity of the student body. Special efforts will be made to encourage students to share their differing cultural perspectives in contributing to the campus community and its programs. In order to ensure this diversity and balance in the student body and maintain the quality of admitted students, the Admissions Office will continue a careful evaluation of every applicant. Based upon this commitment to diversify the student body, Loyola balances ability and need in making its financial awards.

In keeping with its commitment to educational excellence, Loyola will continue to enrich the student population with outstanding students who will attract other good students and faculty and stimulate all to greater efforts. In support of this goal, special enrichment programs have been established and will be continued and strengthened. Loyola also maintains a strong commitment to the average and the underachieving student and provides programs to facilitate his or her adjustment to the academic environment.

The university recognizes the importance of providing programs to facilitate the integration of the new student into the university community and to encourage the development of harmonious relationships among the diverse elements of the student body. Loyola provides counseling at every level. Academic counseling should be systematically organized and supervised by the deans, and faculty members should recognize their counseling responsibilities. Personal counseling, growth opportunities and support programs to help the student meet the normal problems associated with making the transition from one life stage to another are provided by the Counseling Center. Loyola will continue to establish programs lead by professionally trained personnel to facilitate students' continuing personal and social growth, to help students to develop the skills necessary to cope with academic demands, and to aid them in identifying and pursuing purposeful career goals and future aspirations. Personal and spiritual counseling should complement one another. Campus Ministry does play a special role in assisting students to adjust both to university life and to understanding the full scope of a Loyola education. Programs which strengthen the student's social, cultural and academic environment outside the classroom should be supported. Student activities and co-curricular programs which are educational and which prepare students for further leadership will be expanded. Such programs include student government and organizations, prayer groups, organized recreational activities and the Loyola Community Action Program (LUCAP).

Loyola is cognizant that the student body increasingly includes senior citizens, career persons returning for further education, women preparing to re-enter previous careers and other students in non-traditional programs. As part of the education at Loyola, it is important that these students be strongly encouraged to participate in campus life and to see the university as able to make a significant contribution to their lives outside regular classroom experiences. Facilities, programs and services will be developed to support the active participation of such students utilizing professional staff, peer assistance and community referral.

PRIORITIES INVOLVING FACULTY

A university is a community of teachers and learners. The knowledge and teaching ability of the faculty place it in a unique position of leadership. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status and those aspects of student life which relate to the educational process. The faculty sets requirements in courses, determines fulfillment of the requirements, and approves degree candidates for presentation to the President and Board of Trustees.¹

Within the framework of excellent liberal and professional education, faculty activities should be a studied balance among teaching, research, and community service. These goals can best be realized by a stable, financially secure and professionally active faculty. Faculty participation in university governance reflects its concern with academic excellence through teaching, research, other scholarly activities and the maintenance of an atmosphere of academic freedom and responsibility. It is expected that Loyola faculty will have active professional interests which will contribute to the vitality of its work in the classroom.

PRIORITIES INVOLVING CURRICULUM

The university curriculum provides the students, faculty, and administration with a common reference system for the pursuit of academic excellence and scholarship. Loyola is committed to a steady exploration in and experimentation with curriculum design. Curricular reform should be planned and conducted by faculty-student committees working in cooperation with the dean of their college.

So that each undergraduate can achieve a liberalizing education, the curriculum should ensure that instruction be given in the traditional areas of the humanities, sciences, and the fine arts, regardless of the major field of study. This common portion of the contribution reflects Loyola's commitment to participation in the Judeo-Christian intellectual tradition. To achieve this objective, the curriculum must convey a grasp of religious thought and philosophical discourse which frees from ignorance and from mindless conviction and commitment. Each degree program must fulfill all university and college requirements but remain flexible enough to meet the changing needs of the field of study involved.

Differences in the educational objectives of the undergraduate colleges may result in variations in the extent of their participation in the common curriculum. However, the number of major courses required by each program should not be so great as to produce over-specialization of the student. Periodic reviews of the degree requirements should be conducted.

The development of a high degree of ability in expressing ideas both verbally and in writing should form an essential part of each student's education. Moreover, the student should be encouraged to develop a basic competence in those languages that best complement his or her own program of study. In keeping with this, Loyola should continue to explore innovations in instruction in both human and machine languages and encourage utilization of presently available technical aids including computer-assisted instruction. Loyola should also explore the possibility of greater inter-university cooperation and specialization in the areas of language, arts and computer science.

Because of its intrinsic importance, education in the physical and life sciences has held an important place at Loyola. Loyola will continue to make every effort to inculcate scientific literacy in all of its students. Many patterns of thought in our time are grounded

¹ 1966 Statement on Government of Colleges and Universities, by the American Association of University Professors, American Council on Education, and the Association of Governing Boards of Universities and Colleges, from Appendix C, Loyola University Faculty Handbook, November 15, 1973.

in the methods employed by the sciences. College students should be exposed to the disciplines of the natural sciences. Thus, Loyola will continue to devote sufficient resources to maintain its excellent program of service courses for undergraduates in other fields and will make every effort to recruit talented majors in these programs.

An ordered society needs men and women trained in the law and business administration. Loyola has produced and will continue to produce leaders in law, government and business administration. Because Loyola is committed to the Christian tradition, it should provide the leaders of tomorrow with those values which strengthen our society.

Law and graduate students should be offered a liberalizing education, and their respective curricula should insure that instruction is given in the areas of ethics, professional responsibility and the humanistic concerns of their respective disciplines. Legal and graduate education at Loyola should also reflect Loyola's commitment to participation in the Judeo-Christian intellectual tradition.

The School of Law is committed not only to a theoretical and practical understanding of the law, but also to the highest ideals of social justice and professional responsibility. The law school offers a comparative law approach to legal education through its complete common law and civil law programs. It is unique in the community in providing a legal education in the evening.

All Loyola disciplines should provide opportunities for study through seminars, honor courses, discussion courses, independent study, research projects and courses designed by students. Loyola will continue its tradition of close student-faculty contact which has always constituted the basis of quality education.

LOYOLA CHARACTER AND COMMITMENT STATEMENT

The following statement represents many months of work by both Jesuit and lay faculty, staff and administrators at Loyola. It was written by the Task Force on Jesuit Identity and approved by the Board of Trustees in November 1980.

1. Loyola faces the years ahead with confidence. Relying on God's providence and assiduously practicing the virtue of discernment, we will plan for what lies ahead. Our society is marked by increasingly rapid change, growing complexity, and a burgeoning pluralism. These realities are not without their impact upon our community. Loyola is today a larger, more complex institution than it was thirty years ago. The student body and the faculty are more numerous and more pluralistic in their composition. Moreover, the proportion of Jesuits at Loyola has declined and may show further decline in the immediate future. It appears beneficial, therefore, that we take stock at this juncture and articulate, without diffidence or defensiveness, our self-understanding and our educational vision.
2. Our starting point as a community is our recognition and acceptance of the goodness of all God's creation and the ideal of human solidarity and community under God. Further, we acknowledge the Lordship of Jesus and affirm that God was in Christ reconciling the world to God. Around this central confession of faith we hope to shape our lives. It would be meaningless for Loyola to label itself Catholic and Jesuit were it not to center its self-understanding upon these truths. Though our world is broken and fragmented by evil, both personal and social, the enfleshment of God's Son as our brother grounds our hope for the eventual and ultimate victory of goodness and order. God in Christ has called us to choose freely and to follow in the footsteps of our Lord and to do what in us lies to nurture the Reign of God that is aborning in this world where divine and human activities intersect.
3. Motivated by the Christian vision of reality, Loyola undertakes its task as a Catholic institution of higher learning in the Jesuit tradition. Loyola's Jesuits have publicly stated that their "mission is essentially religious but specifically intellectual and educational in the broadest and deepest sense." In all phases of this academic endeavor the university community must strive to achieve the excellence that has come to be synonymous with the Jesuit tradition of learning. As a community of educators and scholars, Loyola's faculty and staff must be dedicated to excellence in teaching, in research, and in service to the larger community. The university must provide an environment conducive to growth of its faculty and staff and the development of scholarship and understanding of personal values that is so much a part of the Christian tradition. At the same time, concern for the student as a person is central to the Jesuit educational mission. Above all, Loyola will endeavor to develop in its students a love for truth, the critical intelligence to attain it, and the eloquence to articulate it. By word and example, Loyola will dedicate itself to educate our students in the Christian tradition, which we recognize as "not wedded to any given philosophy, science, art or politics (but) still not compatible with every point of view." (Loyola University Goals Statement)
4. While academic excellence and liberal education are the immediate goals of our university community, they cannot be, in view of our commitment as a Jesuit university, the ultimate *raison d'être*. Academic excellence stands in the service of the full human development of persons as moral agents. In this regard, it would be

well to recall the role of the Spiritual Exercises of Ignatius Loyola in the development of every Jesuit. After the Gospel, the Exercises are the wellspring of the Jesuit spirit. They endow Jesuit activity with a distinctive quality. Some understanding of the Exercises, therefore, is necessary to understand the ultimate aim of the Jesuit educational endeavor. The Exercises aim to enable a person, with God's help, to make a Christian choice in regard to the most significant truths and values of life. The choice may be a fundamental option or a conversion affecting the totality of one's existence. Again, it may simply issue from a periodic reassessment of priorities. Whatever the matter of choice may be, the decision-making process should be marked by certain characteristics. First, it ought to be disentangled from inordinate attachment, disordered affectivity. It must purge itself of bias, prejudice and stereotypical thinking. Only so can it be genuinely free. Second, any significant option ought to be illuminated by human and divine wisdom. No pertinent light that comes to us from history, science, art or religious experience should be ignored. Third, significant choices must not remain merely notional. They must be woven into the texture of one's life; choice must incarnate itself in action. In the light of the Ignatian ideal, choices are to be made with a commitment to pursuing the greater good in any course of action. Capacity for truly human action is what Jesuit education hopes ultimately to achieve.

5. Because education at Loyola is person-centered and concerned ultimately with choice and action, the curriculum, spiritual life and student life must on all levels and in all areas be concerned with values. Our goal is wisdom, not mere technical competence. In this regard it is well to recall that the Spiritual Exercises, as the Gospels before them, while world-affirming, condemn self-aggrandizement and promote service to others. Jesus, the man for others, is for us the archetype. Solicitude for others, not mere efficiency or mere bureaucratic convenience, must motivate us to a concern for all members of the university and to ever-widening circles of concern for our city, our state, our region, our nation and our planet. Because of our human solidarity, a concern for one, even the least of his brothers or sisters, is a concern for all.
6. It is understandable then that in the face of our contemporary situation Jesuits the world over have recently determined that the best way to embody their commitment to the Gospel and the Ignatian Exercises is through the promotion of justice animated by faith. Accordingly, Loyola as a Jesuit university embraces the conclusion of the 32nd General Congregation of the Society of Jesus that Jesuit education must be a catalyst for needed social change, hence dedicated to fostering a just social order.
7. This commitment to social justice can be shared by all who are of good will, thus capable of enlisting the support of our entire community in all its ecumenical diversity and ideological pluralism. We must, therefore, in our policymaking, in our administration, in our entire curriculum, and in the totality of our campus life, strive to bring to life concern for justice to which our Jesuit and Christian heritage commit us. Further, we must challenge all assumptions in light of this commitment. Consequently, as an institution we must be person-centered, not merely bureaucratically efficient.
8. All members of the university community, regardless of their personal faith-commitment or value system, are urged to collaborate in the promotion, clarification and pursuit of the objectives set forth in this statement. With full respect for the complexities of a pluralistic culture, with wholehearted commitment to the ideals of religious and academic freedom, and with renewed dedication to the ecumenical spirit of Vatican II, Loyola university is open to any person who sincerely seeks for truth and value. Dialogue and debate concerning controversial issues, even religious ones, are not only tolerated but encouraged. Yet, it should be recognized that the

university has an identity defined by its mission that relates to every aspect of institutional life. Deliberate derogation from or subversion of these objectives is incompatible with the university's mission, destructive of its identity, and disruptive of the university community well-being. The university community should make every effort to reconcile any member who finds himself or herself in conflict with these objectives.

9. More could be said about Loyola's identity. However, what has been said should suffice to spur reflection and dialogue. Loyola is a community given to the pursuit of excellence in teaching and scholarship, personal and spiritual development, and to the promotion of justice and faith in accordance with its nature as an institution of learning. One of the leading challenges to any university today, and especially to Loyola in view of its Jesuit and Catholic character, is to teach an ethic of selfless service and sharing that decisively breaks with the present obsession with joyless and insatiable consumption. Education at Loyola succeeds only to the extent that it leads our community to examine how faith relates to society's systemic injustice. Moreover, it fails if it does not demonstrate how faith can be coupled with love to move us to action in the pursuit of justice. Jesuit education, then, is the education of persons for others, persons who will seek to act justly, to love tenderly and to walk reverently in the spirit of Jesus as the man for others.

GRADUATE ADMISSION

DEAN OF ADMISSIONS AND

OFFICE: 315 Marquette

ENROLLMENT MANAGEMENT: Deborah C. Stieffel, M.S.

Admission to graduate studies at Loyola University represents a selection based on the personal and academic records of the applicants. The appropriate graduate studies committee of the discipline involved examines the applicant's records for evidence of potential for graduate study.

Loyola's graduate program is devised to select students with strong potential for graduate study, intellectual achievement, and personal character, without reference to age, creed, race, sex, or sexual orientation.

APPLICATION DEADLINES

Qualified applicants may enroll at the beginning of the fall, spring, or summer term. August 1 for the fall term, January 5 for the spring term, and May 1 for the summer term are the deadlines for admission as a degree-seeking student. Applicants for the communications program or for any of the education programs need to contact the respective departments for deadline dates. Students may be admitted as non-degree or transient students after these dates. Non-degree and transient students are ineligible for certain types of state and federal aid.

ACADEMIC REQUIREMENTS

An applicant for admission must present as proof of his or her preparation for graduate study the following: transcripts attesting to a bachelor's degree, normally in a field appropriate to the graduate work, at least two letters of recommendation by professionals in the field who can attest to the applicant's professional competence, a résumé of work experiences, and a statement of educational goals.

Admission to graduate studies allows the student to enroll in all graduate courses not restricted to degree candidates. A prospective student should examine the candidacy requirements for the appropriate degree very closely for requirements that must be met by each student. Please refer to the individual department regarding specific admission requirements.

DEFINITIONS FOR APPLICANTS

Educational Levels

UNDERGRADUATE—Students who have not received a bachelor's degree or who wish to pursue a different bachelor's degree than already earned.

GRADUATE—Students who have received a bachelor's degree and wish to enroll in either graduate or undergraduate course work.

Classifications

DEGREE SEEKING—Degree-seeking students are those students who wish to pursue a degree at Loyola University.

NON-DEGREE SEEKING—Non-degree-seeking students are those students who wish to enroll at Loyola on a continuing basis but not pursue a degree program.

Non-degree-seeking freshmen, transfer, and graduate students are required to meet the minimum standards set for degree-seeking students in those categories.

TRANSIENTS—Transient students may be admitted for any one semester. In order to continue their enrollment in the next semester, transient students must apply as non-degree-seeking students and submit those credentials required by the admissions committee.

Admit Types

GRADUATE FRESHMEN—Students who will have received an undergraduate degree prior to the planned term of enrollment. All degree-seeking graduate freshmen are required to submit the application, non-refundable application fee, two official undergraduate college transcripts from each college attended, two letters of recommendation and the results of national tests if required for the specific graduate program, a résumé of work experiences, and a statement of educational goals.

GRADUATE TRANSFER STUDENTS—Students who have attended another college or university at the graduate level. Transfer applicants must submit the same credentials as freshmen and, in addition, two official transcripts from each graduate institution previously attended, whether or not credit was earned.

GRADUATE READMITS—Students who have previously enrolled at Loyola at the graduate level (does not include continuing education and non-credit courses). Readmits need only complete the application form if they have not attended another institution since their last enrollment at Loyola or less than two years has elapsed. Readmits who have not been enrolled for two years and who plan to seek a degree are required to resubmit full credentials.

Admission Actions

ADMITTED—The applicant is admitted to the graduate program for the term designated on the application.

CONDITIONALLY ADMITTED—The applicant is admitted, but on probation. The circumstances of the probation are stated in the letter of admission.

DEFERRED DECISION—The decision is deferred until additional information is collected on the applicant. The applicant will be informed of the information needed.

DENIED—The applicant is not admitted to the graduate program. This action is taken after the applicant is considered for all other admission actions.

APPLICATION PROCESS

Decisions regarding admissions are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible after receipt of all necessary credentials. Applications to the Department of Communications will not be reviewed until the application deadline date. If admission is deferred, the applicant will be considered again when the requirements for consideration are met.

POLICIES AND REGULATIONS

Students are enrolled at Loyola in accordance with the policies and regulations defined in the university bulletins, the published schedules, and *Student Handbook*. Readmitted students are subject to the policies in effect at the time of their readmission. The university reserves the right to clarify and change policy in the course of a student's enrollment.

All applicants and Loyola students are required to provide complete, correct, and truthful information on all university applications, forms, and correspondence. Administrative decisions and actions based on incomplete, incorrect, or false information are subject to immediate review and/or reversal. Applicants or students who provide such information are subject to corrective administrative and disciplinary proceedings including, but not limited to, dismissal from the university.

EXCLUSIONS

Students excluded by a university are ineligible for admission to Loyola depending on the exclusion regulations and recommendations of the excluding university.

EARLY ADMISSION

The programs of criminal justice, music education, music therapy, and education will admit, upon receipt of approved application for graduate studies, Loyola undergraduate students who meet all of the academic requirements for admission except a degree on a provisional basis provided they meet the following additional requirements: they must have a B average or better in their upper division major work; they must not lack more than six hours for their bachelor's degree. Such students may schedule a total of six hours of graduate work; their schedule in any one semester may not exceed 12 credit hours. The graduate courses will not count toward the undergraduate degree requirements.

INTERNATIONAL STUDENTS

International students who desire to enter Loyola must comply with the basic admission requirements established. In addition, these applicants must satisfy all provisions of the Immigration Act. Students are expected to be proficient in English.

The applicant whose primary language is not English must show a proficiency in English adequate for graduate level study by scoring at least 213 on the Test of English as a Foreign Language (TOEFL). These scores are valid for two years from the date of the test. Graduates of United States institutions may substitute the obtained degree in lieu of the TOEFL. For information on the Test of English as a Foreign Language (TOEFL), write directly to: TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08541-6151. Additional testing options may be requested through the Office of Admissions.

TRANSFER OF ACADEMIC CREDIT

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six credit hours, with the approval of the departmental chair and/or dean of the college. Each degree program has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment will ordinarily not be considered.

Transfer students will be informed of the amount of credit which will transfer prior to their enrollment, if possible, but at the latest, prior to the end of the first academic term in which they are enrolled.

TERM FOR COMPLETION OF DEGREE REQUIREMENTS

Under all but extreme circumstances, all course requirements for a graduate degree must be completed in a seven-year span. Exceptions to this regulation require approval of the appropriate chair and/or the dean of the college.

POLICY ON NONDISCRIMINATION

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices, and in the activities it operates the policy of not discriminating on the basis of age, color, disability, national origin, race, religion, sex/gender, or sexual orientation. This policy is in compliance with all applicable federal regulations and guidelines.

POLICY ON SEXUAL AND OTHER FORMS OF HARASSMENT

Loyola University New Orleans, consistent with its *Goals Statement* and the *Character and Commitment Statement*, fosters dignity and worth of all members of the Loyola community, and is committed to maintaining an educational and working environment free of sexual harassment. Sexual harassment is immoral and illegal, and will not be tolerated.

Sexual harassment may occur within a variety of relationships. Some such relationships involve unequal authority, while others occur between individuals who are of equal status. All allegations of sexual harassment will be scrutinized.

The university's full Policy and Procedure governing sexual harassment and other forms of harassment can be found on the university web page under Policies, Procedures, and Reports at www.loyno.edu/provost/policies.html and in the university's *Student Handbook*, *Faculty Handbook*, and *Staff Policy and Procedures and Benefits Manual*. Appeal and grievance procedures can also be found on the Loyola University website, in the university's *Student Handbook*, *Faculty Handbook*, and *Staff Policies and Procedures and Benefits Manual*.

Loyola University New Orleans strongly supports equal opportunity in all aspects of university services and employment as provided in Title IX of the Education Amendments of 1972. Inquiries, concerns, and questions regarding the application of Title IX to university programs, services, employment, and policies should be addressed to the Title IX Coordinator. The Title IX coordinator for Loyola University is the director of Human Resources, Sue Metzner. The Title IX coordinator may be contacted at: Campus Box 16, (504) 864-7914.

DISABILITY SERVICES

Disability services helps students with disabilities meet the academic demands of university life. Academic counseling, assessment, and advocacy services are provided by the Academic Resource Center's professional staff. Academic accommodations are offered to students with documented disabilities, including physical and learning disabilities. Such accommodations may include, but are not limited to, alternative test administration and academic support services including peer tutors, transcribers, note takers, readers, and computers with adaptive programs.

Disability services assists students in developing self-advocacy skills and advocates for the students with faculty and/or administrators when needed. Since it is the policy and practice of Loyola University to make its programs and facilities accessible to students with disabilities in an integrated manner, the professional staff from the Counseling & Career Development Center, Student Health Service, Physical Plant, library, and Residential Life work in conjunction with the Office of Disability Services to provide a comprehensive support service.

The Office of Disability Services is located on the main campus in the Academic Resource Center, Monroe 405. The director of disability services can be reached by phone at (504) 865-2990 or by e-mail at enrich@loyno.edu.

UNIVERSITY POLICY ON STUDENTS WITH DISABILITIES

Loyola University is committed to ensuring equal access and reasonable accommodations for students with disabilities under Section 504 of the 1973 Rehabilitation Action and the 1990 Americans with Disabilities Act (ADA) and to providing support services which assist qualified students with disabilities in all areas of the university. Disability Services was created to ensure the careful implementation of this policy by faculty and staff and to assist students with disabilities in meeting the demands of university policy.

TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 70 percent of the actual cost of operating Loyola for one year. The other 30 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty, staff, foundations, corporations, and revenues from the university endowment.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid.

TUITION AND FEES

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees, or other charges printed herein. **The rates for 2003 – 04 only are listed below.**

TUITION

Graduate tuition is assessed according to the graduate program of enrollment.

Communications	\$511 per credit hr.
Counseling	\$511 per credit hr.
Education	\$328 per credit hr.
Religious Studies	\$328 per credit hr.
Business Administration—M.B.A.	\$596 per credit hr.
Music	\$511 per credit hr.
City College—Nursing	\$331 per credit hr.
Criminal Justice	\$412 per credit hr.
Loyola Institute for Ministry	\$218 per credit hr.

FEES

FOR BEGINNING STUDENTS

Application fee —M.B.A. (not refundable)	\$50
Application fee —other graduate (not refundable)	\$20
Acceptance deposit —full-time graduate except M.B.A. (not refundable)	
Campus residents (includes housing deposit).	\$300
Off campus	\$200

FOR ALL STUDENTS

University Center Fee

This fee is dedicated to the partial support of the Joseph A. Danna Center including the cost of utilities, furnishings, maintenance, and cleaning of the building, as well as the programming activities sponsored by the University Programming Board.

Full-time (9 cr. hrs. or more)	\$88 per sem.
Part-time (8 cr. hrs. or less)	\$45 per sem.

Student Government Association Fee

This fee supports the operation of the Student Government Association to include funding the internal operations of the SGA and recognized student organizations.

Full-time	\$40 per sem.
Part-time	\$20 per sem.

Athletic Fee

This fee was levied in response to a student referendum in 1991 and provides the majority of the support of the university's intercollegiate athletic program supplemented only by fund-raising. No funds from tuition revenue are used to support the athletic program. All students are entitled to free admission to all regular season games by presenting their Loyola Express Card at the entrance.

Full-time	\$65 per sem.
Part-time	\$30 per sem.

Publications Fee

This fee, supplemented only by paid advertisements, supports the publication of the student magazine, The Wolf. Each student is entitled to a copy of each of the four issues published during the academic year.

Full-time	\$20 fall sem.
Part-time	\$20 fall sem.

Information Technology Fee

This fee provides for unlimited high speed access to the Internet and intranet servers for e-mail, web, news, chat, FTP, TELNET, and online library research services. Access to these services is available from anywhere on campus—computer labs, classrooms, common areas, and residence hall rooms.

Full-time	\$125 per sem.
Part-time	\$62.50 per sem.

Graduation Fee

This fee is assessed once the student applies for graduation. It provides the graduate with a cap and gown, the diploma cover, the graduation ceremony, and lifetime transcripts. Students are billed during the graduation term.

Senior	\$250
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Contingent Fees

Late registration.....	\$20
Late payment	\$100
Student Health Insurance (cost varies).....	\$688 per year
M.S.N. Clinical Practicum	\$500 per clinic course

Students are encouraged to make payments by check or money order made payable to Loyola University using their bill remittance stubs. Students not wishing to have their social security numbers placed on their payments should contact the Office of the Bursar for available alternative options. Cash transactions are discouraged. A charge of \$10 will be assessed for each check returned from the bank. VISA and MasterCard charges greater than \$50 will be accepted as payment on the tuition account, but NDSL and Perkins loan payments will not be accepted through credit card charges.

RESIDENCE HALLS

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The residence hall contracts are for both fall and spring semesters. Board is voluntary and therefore paid separately.

Room Rates 2003 – 04:	Double Room	Single Room
Cabra Hall.....	\$2,035 per sem.	\$2,815 per sem.
Room Guarantee deposit (not refundable but total deposit is applicable to room rent).....	\$100	

Residence Council Fee

This fee applies only to students residing on campus and supports the programming efforts and activities of the respective residence councils.

Cabra Residence Council fee\$15 per sem.

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. Information on accommodations may be obtained from the Office of Residential Life.

Meal Plans (Board)

Loyola's meal plans are voluntary for graduate students. Those who want the program may contract on a yearly basis for one of the plans. Loyola students have six board-plan options: they may choose nine, seven, or five meals per week which include either \$400 or \$600 in Wolf Bucks to use on an à la carte basis. Loyola Dining Services provides nine "all you can eat" meals per week (seven dinners and two weekend brunches). All breakfast, lunch, snacks, and late night meals are offered on an à la carte basis using Wolf Bucks and/or cash. The Gold Level plan provides \$600 in Wolf Bucks and the Maroon Level plan provides \$400 in Wolf Bucks. The following rates are in effect for 2003 - 04.

2003 - 04 Rates

GOLD LEVEL (includes \$600 Wolf Bucks)

5 Meals per week\$1,479

7 Meals per week\$1,500

9 Meals per week\$1,537

MAROON LEVEL (includes \$400 Wolf Bucks)

5 Meals per week\$1,279

7 Meals per week\$1,300

9 Meals per week\$1,337

Meal plans are charged to the student account and may be paid by personal check, VISA, or MasterCard. Checks should be made payable to Loyola University and sent to Box 220, 6363 St. Charles Avenue, New Orleans, LA 70118. For more information on meal plans, please call (504) 865-3428.

Loyola Express Card

A Loyola student identification card, known as the Loyola Express Card, is much more than just an identification card. It is a fast, safe, convenient, and economical way to make purchases all over campus. You simply deposit money into your Express Card account, and then purchases made are deducted from your balance. It has proven to be an excellent method to pre-plan and monitor expenditures.

As long as you have money in your Express Card account, you will be able to make purchases all over campus without carrying cash, checks, or change. The Orleans Room, Loyola Bookstore, Central Reproduction, The Underground, Smoothie King, Mane Attraction, Pizza Hut, the convenience store, Pine Street Café, campus vending machines, and residence hall laundry machines all accept the Loyola Express Card. Deposits to the card may be made in the Office of the Bursar, Marquette Hall, Room 270. For deposit information, please call (504) 865-2388.

Funds deposited to the Loyola Express Card carry over from one semester to the next until spent. Balances in excess of \$10 in a Loyola Express Card account will be refunded only if a member officially severs ties with the university by graduating, transferring, or otherwise leaving the university. Refund forms may be completed at the Office of Student Finance and must be accompanied by written proof of separation unless you are graduating.

Refunds will be applied first to any outstanding university debt, with remaining funds issued, by check, to the student.

BILLING AND PAYMENT POLICY

Incoming students and returning students who have preregistered are mailed a bill for tuition, fees, residence hall charges, and board plans prior to the beginning of the semester. All payments are due 30 days from the billing date unless other arrangements have been made. Accounts not paid by the due date will be placed in a past due status.

Students who are not early registrants, students taking special program courses or continuing education courses, and all international students must pay in full at the time of registration.

A late fee of \$100 will be assessed on accounts in past due status. If a bill is not received or if an adjustment should be made to the bill, the student should contact the Office of Student Finance so that payment can be made by the deadline. Students who have not met their financial obligations or made appropriate arrangements through the Office of Student Finance have not officially completed registration and may be subject to removal from enrollment and will not be allowed to register for subsequent semesters. Students whose checks are returned from the bank as unpaid also are subject to removal from enrollment.

Loyola will withhold statements of honorable dismissal, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been paid or until satisfactory arrangements have been made with the vice president for business and finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied. It is also the policy of Loyola to withhold transcripts, registration, and diplomas on any student who has defaulted on a Guaranteed Student Loan, Stafford Loan, Direct Loan, Perkins Loan, NDSL, or other student loan. In the event that the delinquent account is placed with an outside agency for collection, all collection costs, attorney fees, and court costs incurred will be passed on to the student.

EMPLOYER TUITION REIMBURSEMENT PROGRAM

For graduate business working students with employer reimbursement plans, the university will defer payment on 90 percent of tuition and regular fees. To become eligible for this deferment, the student must submit to the dean's office a copy of the employer's reimbursement policy and each semester submit verification on company letterhead of the student's eligibility in the plan. By the university's payment due date each semester, a promissory note and information release must be executed in the dean's office, and 10 percent of tuition and regular fees plus any other charges must be paid in the Office of the Bursar.

Final grade reports will be released to the student and payment in full will be required 30 days after grades are due in the dean's office. Other reports, such as transcripts and diplomas, are withheld until the final payment is received.

MONTHLY PAYMENTS

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

Academic Management Services and Tuition Management Systems, Inc. offer families several monthly payment options to help make education expenses more affordable. The interest-free monthly payment option enables families to spread all or part of the annual tuition, fees, residence hall charges, and board plans over equal, monthly payments. There are no interest charges, only a small annual fee. This plan includes life insurance protection covering the unpaid balance at no additional cost. Low-interest monthly payment options, including an unsecured loan and a home equity credit line, are also available. Please contact the Office of Student Finance at (504) 865-3337.

REFUND POLICY

A student who withdraws from a course before the end of the term may be entitled to a refund of a percentage of the tuition charged for that course. The university's general policy on refunds is described below. Federal statute requires an alternate calculation for recipients of federal Title IV financial assistance, and it is described as well.

TUITION—Students who withdraw from the university or from a course may be entitled to a refund of a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of Student Records. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the Office of Student Records will determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made for the normal fall and spring semesters on the following basis:

1. If formal notice is received within one week after the beginning of the semester, a refund of 100 percent of tuition is made.
2. If formal notice is received within two weeks after the beginning of the semester, a refund of 90 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester, a refund of 50 percent of tuition is made.
4. If formal notice is received within nine weeks after the beginning of the semester, a refund of 25 percent of tuition is made.
5. No refunds are allowed after the ninth week of classes.

Since special sessions, short sessions, and summer sessions vary in length, please refer to the academic calendar for those refund deadlines.

Students forced to withdraw for medical reasons should consult the *Academic Regulations* section of this bulletin for the university's policy on medical withdrawals.

ROOM—Students who withdraw from the university for any reason are not entitled to any refund on the cost of their room.

MEALS—Students who withdraw from the residence halls or university or obtain an approved medical exemption may receive a refund on the meal plan, prorated to the date of withdrawal. However, no refunds will be granted after the last day for refunds according to the academic calendar (last day for 25 percent refund). These refunds must be approved by the Danna Center and Student Activities Offices.

Federal Financial Aid Programs

Federal financial aid programs assume students will complete a full semester. Aid eligibility must be recalculated if a student totally withdraws or is dismissed from the university before 60 percent of the semester has been completed. Aid will be adjusted based on the number of days in the semester that have elapsed before the student indicated an intent to withdraw to a university official.

Additional information on the calculation of refunds (with examples) and the manner in which refunds will be applied against the financial assistance received, may be obtained from the Office of Scholarships and Financial Aid.

OVERPAYMENTS/EXCESS AID

If a credit exists on a student account due to an overpayment, withdrawal, or excess financial aid, a refund may be issued to the student upon request. If the student paid any portion of the bill by credit card, the refund will be issued to the credit card company for the appropriate amount. If the student paid any portion of the bill by personal check, a refund may

be issued after the personal check clears. Please refer to the tuition refund schedule on the previous page. If a credit results from a combination of financial aid and a credit card payment, the credit card will be refunded. Any form of financial aid (loans, grants, or scholarships) will be the priority form of payment to the tuition account. If a credit results from a combination of financial aid and a credit card payment after all adjustments have been made, the credit card will be refunded.

FINANCIAL AID

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus.

TYPE OF ASSISTANCE

LOANS—Long-term, low-interest loans provide students with an opportunity to borrow a part of the costs of education. The loans must be repaid when you are no longer enrolled “at least half time” at an approved school. Borrowers must be able to demonstrate financial need. Student loans are also available to non-needy students, or for amounts that exceed calculated need. Terms are not as attractive as for traditional student loans, because in-school interest payments are required.

MAKING APPLICATION

To apply for financial aid, complete a need analysis report, the FAFSA, readily available from high school guidance offices and college financial aid offices in your own area.

Your scholarships and financial aid file is not considered to be complete and cannot be evaluated until your FAFSA has been submitted and you have been admitted to the university. You may expect a response from Loyola to your request for financial assistance within six weeks after you mail your FAFSA to the processor, provided that you have been admitted to the university.

You are urged to apply well in advance of the beginning of the enrollment period. Offers which can be made before May 1 are considered timely.

HOW MUCH CAN ONE EXPECT?

How much one receives depends upon what his or her need is. Need is the difference between the cost of education and what you and your family should be able to pay. Loyola bases the student/family contribution upon information provided on the FAFSA.

MAKING SATISFACTORY ACADEMIC PROGRESS

Students receiving scholarships and/or other financial assistance have the responsibility to make normal progress toward graduation and completion of their program of study. Recipients of assistance who habitually withdraw from classes or who habitually receive grades which show the course work was not completed may be judged as not making progress.

All recipients who are in danger of losing financial aid eligibility for failure to make progress will be personally warned in writing of the conditions to be met in order to maintain progress. Recipients who fail to meet the terms of the warning will lose the right to participate in all financial aid programs until such time as they will have demonstrated, at their own expense, that they are capable of completing their course of study in an orderly manner. Additional information is available on request in the Office of Scholarships and Financial Aid, Marquette Hall, Room 110 or on the internet at www.loyno.edu/financialaid.

Federal regulations now also require that all recipients of federal assistance who have completed four terms of study have a grade point average that will permit them to graduate. Students beyond the four terms whose average is below this level must be denied access to all federal aid programs until the required grade point average has been regained.

ACADEMIC FACILITIES, CENTERS, AND INSTITUTES

UNIVERSITY LIBRARIES

The J. Edgar and Louise S. Monroe Library opened in January 1999. In 2003, it was the recipient of the Association of College and Research Libraries Excellence in Academic Libraries Award. The state-of-the-art, 150,000-square-foot library offers seating for 700 students, ranging from seating at carrels, tables, and comfortable lounge chairs to seating in 16 group study rooms. The majority of tables and carrels are wired for Internet access. The Monroe Library also provides three microcomputer labs that are open on a 24 hours a day, seven days a week basis; two multimedia classrooms; the Academic and Career Excellence Center; and an art gallery. The Monroe Library also houses a multimedia production classroom featuring computer workstations loaded with video, audio, imaging, and music production software. The Monroe Library can accommodate a collection of up to 500,000 volumes and features a handsome reading room for the use of its valuable archival and special collections.

Resources

The university libraries' holdings include more than 340,000 volumes, access to over 20,000 print and electronic journals, 11,000 music scores, 10,000 sound recordings, 670,000 microform units, and 4,600 media titles.

Noteworthy among the special collections are archives of the New Orleans Province of the Society of Jesus, the papers of well-known Jesuits such as the Rev. Louis Twomey, S.J., and the Rev. Joseph Fichter, S.J., and the mayoral papers of Loyola alumnus Moon Landrieu. The library also holds the Walker Percy and his Circle collection, books from the personal library of editor Robert Giroux, and a collection of books with fine bindings donated by the late J. Edgar and Louise S. Monroe.

Services

Librarians are available to consult individually with students and faculty on use of information resources. In addition, the Public Services Division provides special orientation and instruction sessions throughout the year. Library personnel offer Internet instruction in both introductory and advanced sessions and in curriculum-based classes.

The library's website provides links to the online catalog as well as a large number of bibliographic, statistical, and full-text databases. The site provides information about the holdings of other libraries and information centers and links to recommended websites on a variety of topics.

Media Services is responsible for instructional technology equipment that is available for Loyola faculty, staff, and students to use in library classrooms and carrels, as well as in classrooms throughout the campus. It also provides video, web, and multimedia production services, audio/visual duplication services, public digital imaging equipment, and satellite downlinking. The library's laptop loan program, which is supported through donations from Loyola parents, makes laptops available for checkout by Loyola students.

Extended Resources

Faculty and graduate students enjoy borrowing privileges at most of the area's academic libraries. Loyola and Tulane Universities offer reciprocal library borrowing

privileges to undergraduates through the TULU program. The library's interlibrary loan service and article delivery service provide materials not available at Loyola's libraries.

INFORMATION TECHNOLOGY

The information technology department coordinates the instructional, research, and administrative computing activities at Loyola and oversees telephone and network services.

Network Access

LoyolaNet, a state-of-the-art computer networking system, provides access to electronic mail, news groups, home pages, mailing lists, library resources, course offerings, student records, and financial information as well as a high-speed connection to the Internet. All faculty and administrative offices, classrooms, residence halls, and common study areas provide outlets for connecting personal computers to the network.

Computer Labs

Over 300 IBM Compatible and Macintosh computers are available for student use along with word processing, spreadsheet, database, graphics, and web-browsing software. A variety of printers, including laser printers, are available in the labs.

In addition to general access computer labs, special-purpose computer labs have been established for Writing Across the Curriculum, English composition, intensive English, math basic skills, music ear training, music technology, business solutions, accounting, law school, visual arts, communications, computer science, and *The Maroon* (the student newspaper).

Mainframe computer services for online registration and access to the university libraries' online card catalogue and bibliographic services (LUCI) are accessed from the LoyolaNet network on campus or from off campus using any connection to the internet.

Computer Supplies

Software, accessories, and supplies are available in the University Bookstore located in the Danna Center.

Telephone Services

The Loyola community enjoys state-of-the-art telephone services including electronic voice messaging. Individual direct long-distance services and voice messaging is also provided to students in the residence halls.

Technical Support and Training

The Information Technology Call Center, a hotline for technical support of all kinds, is available. The call center may be reached at 865-CALL (865-2255). A regular schedule of short informational seminars and hands-on training sessions is provided free of charge to Loyola students, faculty, and staff. Topics range from setting up and caring for personal computers to designing personal web pages.

ACADEMIC RESOURCE CENTER

The Academic Resource Center provides tutoring across the curriculum and a broad range of other academic support services free of charge to all Loyola students. The center offers academic counseling and assessment to provide assistance to each student in formulating a personal strategy for achieving academic success. The center also teaches study skills in a one-hour course called Protocols of Learning, SPST A105, and non-credit weekend seminars. Disability Services provides equal access for students with disabilities by assisting students in meeting the demands of university life, by coordinating campus services for students with disabilities, and by offering academic

support services. Programs for entering freshmen and transfer students are designed to assist entering freshmen and transfers around the year through the Bridge, Fall Enrichment, and Spring Enrichment programs. The Fall and Spring Enrichment programs are designed to assist entering freshmen and transfer students in meeting the academic demands of their first semester at Loyola. The Bridge program allows students to begin taking their first-year courses from mid-June through the last week in July and affords students the opportunity to experience life on campus while earning seven hours of credit.

THE ACE CONSORTIUM

The Academic and Career Excellence Consortium (ACE) is an alliance of Loyola's academic, career, and support services for students. Members of the consortium include the Academic Resource Center, Writing Across the Curriculum, the Ross Modern Foreign Language Lab, the Mathematics Center, Career Services, the English Writing Lab, the Monroe Library, and Disability Services. The ACE Consortium also provides support services in the ACE Center on the first floor of the Monroe Library—ACE activities include tutoring, study groups, referrals, assistance with résumé writing, and assistance with reference work and library research.

BOGGS CENTER

See Lindy Boggs National Center for Community Literacy.

CENTER FOR ENVIRONMENTAL COMMUNICATIONS

The mission of the Center for Environmental Communications is to educate students in the field of environmental communications, to stimulate communications among environmental stakeholders, to provide the public with unbiased discussion of environmental issues, and to be a resource to the media for environmental information. Instead of focusing only on journalism, the Loyola program includes the following sequences: print journalism, broadcast journalism, broadcast production, public relations, advertising, photojournalism, and film studies. This diversity allows students to interact with faculty and students who approach communications issues with different perspectives. A hallmark of Loyola's program is the Institute of Environmental Communications (IEC). Citizens from business, the scientific and environmental communities, government, and the rest of the Greater New Orleans community are encouraged to participate. The IEC consists of a semester's worth of meetings during which participants will be exposed to a variety of environmental concerns and issues with discussion led by the region's environmental leaders. Additionally, Loyola faculty and students are actively working on several projects that are increasing the communication among industry and its many stakeholders. This environmental intervention is intended to enhance the potential for win-win solutions to environmental issues. Loyola's Center for Environmental Communications will focus on those issues unique to the Louisiana region, as well as those traditionally targeted by environmental programs (population, global warming, ozone depletion, etc.).

CENTER FOR THE STUDY OF CATHOLICS IN THE SOUTH

The Center for the Study of Catholics in the South promotes scholarship and public programs focusing on the contributions of Catholics, both past and present, to the thought, culture, and traditions of the South. The center's mission is comprehensive rather than parochial. Its interests include the formal institutions of the church as well as the culture of ethnic groups whose heritage is Catholic and the role of individual Catholics in public life and in the arts. The center collaborates with the J. Edgar and Louise S. Monroe Library to expand the university's archival collection related to activities of Catholics in the South and to make these materials more widely accessible. The center is funded, in part, by a grant from the National Endowment for the Humanities.

ECONOMICS INSTITUTE

The Economics Institute is a nonprofit organization based at Loyola University's Twomey Center for Peace through Justice in New Orleans. It was created in 1995 by a community-wide group of farmers, business and governmental leaders, and consumers, and works to create opportunities in the food and agriculture sector for socially responsible economic development for individuals, families, and small businesses in New Orleans and the surrounding region. The activities of the institute have included creating and running a successful Crescent City Farmers Market, on Saturdays downtown, on Tuesdays uptown, and on Thursdays in mid city, setting up a small cooperative fresh food production business in the St. Thomas public housing community of New Orleans, helping groups in other communities set up similar farmers markets, and providing training in small business accounting, customer relations, packaging, and marketing to vendors in the market.

GILLIS LONG POVERTY LAW CENTER

The Gillis W. Long Poverty Law Center was established in 1985 at Loyola school of Law by act of the United States Congress in memory of the late Congressman from Louisiana whose career exemplified service to the needs of the disadvantaged. The Center provides training and financial summer internships in law offices that provide legal services to the poor; opportunities for law students to do pro bono work while in law school; loan forgiveness assistance to graduates providing legal assistance to the poor; provide scholarships and funding for the *Loyola Journal of Public Interest Law*; sponsor lectures and other public interest events; and provide support to organizations who are involved in the delivery of legal services to the poor. The Gillis Long Poverty Law Center is a vital part of the overall commitment of Loyola University to excellence in scholarship and the pursuit of social justice.

INSTITUTE FOR THE STUDY OF CATHOLIC CULTURE AND TRADITIONS

The mission of the Loyola Institute for the Study of Catholic Culture and Tradition is to foster and promote the distinctive Catholic identity of Loyola University New Orleans across the curriculum and throughout the university community. With a sense of special responsibility for the intellectual and moral education of the young, the institute seeks to foster the formation of students who are familiar not only with the content of the liberal arts tradition, but also with the extent to which that tradition both illuminates and is illuminated by the Catholic faith. While the institute affirms the varieties of ways in which this may be accomplished in all aspects of the university's life, it commits itself to the specific task of developing an interdisciplinary approach, which seeks to foster the growth and understanding proper to a mature and reflective Christian mind. Specifically, the institute will administer resources to promote the interdisciplinary study of Catholic intellectual, cultural, and moral traditions. To this end, the institute will draw upon the talents and intellectual commitment of the university faculty through sustained dialogue and by supporting those faculty initiatives which further the goals of the institute. The institute will sponsor the development of curricular offerings, extracurricular faculty-student seminars, lectures, research projects, and other initiatives including the development of appropriate library collections. When possible, these courses and other programs sponsored by the institute will be structured so as to be of interest and benefit to a larger audience including, among others, students from Notre Dame Seminary, members of religious congregations, and religious education teachers.

INSTITUTE OF ENVIRONMENTAL COMMUNICATIONS

The Institute of Environmental Communications (IEC) brings together a diverse group of citizens (environmentalists, scientists, journalists, industrialists, Brown Field community people, politicians, government employees, teachers, and business persons) for 14 - 20 evening sessions to discuss issues of vital environmental importance to the region and nation. The Fellows Program is modeled after the highly regarded Institute of Politics that has been offered by Loyola University since 1968. The IEC's first sessions began in Fall 1999.

INSTITUTE OF POLITICS

The Institute of Politics, an independent foundation that is housed on the Loyola campus, trains community leaders in practical politics. Its program is geared to the development of new political leadership in the area. The institute educates selected young men and women in the practice and practicalities of politics, through a recognition of the professional character of politics and the need for broader understanding and training in politics. Meeting weekly at night, participants represent a broad cross section of the metro area, geographically and professionally. Approximately 25 participants per course study voting patterns, issues and problems, organizing and conducting political campaigns, the uses of television and advertising, and political polling. Speakers represent local, state, and national levels of politics.

INTERNATIONAL BUSINESS CENTER

The primary purpose of the International Business Center is to support and strengthen the international business (IB) programs of the College of Business Administration (CBA) at Loyola University New Orleans. Since its inception, in 1992, the IB Center has carried out eight externally funded projects that have included applied IB research studies, community outreach services, the enhancement of the CBA's IB curricula, and several publications. The ongoing project (2002 - 2004), funded by the U.S. Department of Education, focuses on "Strengthening Louisiana's Internationalization Efforts in a new World of Uncertainty and Risk". The center supports the CBA's international internship, summer study abroad, and international student exchange programs. Also, the IB Center houses a mini-library with a specialized collection of IB journals and studies. The IB Center coordinates and supports the activities of IBAB (the CBA's IB Advisory Board) and LIBO (Loyola's IB Organization), the latter being open to all students at Loyola. IBAB's more than 40 community leaders in the IB field meet twice per year to review the CBA's IB strategy and give advice to the CBA's IB faculty and administration. IBAB members come regularly as guest speakers or panelists to events sponsored jointly by LIBO and the CBA, offer internships and jobs (after graduation) to students from the CBA, and support financially the CBA's IB programs. Finally, the IB Center maintains relations with external organizations, such as the World Trade Center, the Port, MetroVision, the Hispanic Chamber of Commerce in Greater New Orleans, the U.S. Department of Education, the Inter American Development Bank, and the Institute of International Education.

JESUIT CENTER

In order to carry out the goals set forth in Loyola's *Mission Statement*, and the goals, objectives, and actions for the academic division at Loyola University New Orleans; and to enhance the ideals, identity, and charismism of Jesuit spirituality and intellectual traditions, the Jesuit Center of Loyola University New Orleans was established in 1995. The purpose of the center is to enhance the mission and identity of Loyola University New Orleans; to promote teaching, research, and practical application of Ignatian spirituality; to share the Jesuit traditions; to invite community members—students, faculty, staff,

alumni, and families—to deepen their faith commitment; to celebrate our common vision and purpose to service others.

LINDY BOGGS NATIONAL CENTER FOR COMMUNITY LITERACY

Located in the J. Edgar and Louise S. Monroe Library, the Lindy Boggs National Center for Community Literacy is dedicated to promoting adult literacy as a vehicle for personal, economic, and community empowerment. The Boggs Center seeks to nurture collaborative partnerships between Loyola and its surrounding metropolitan community. In addition, the center provides local literacy providers with access to current information and training and pursues a collaborative, community-based research agenda.

LOYOLA INSTITUTE FOR MINISTRY (LIM)

The Loyola Institute for Ministry offers a master's degree in religious education (M.R.E.), a master's degree in pastoral studies (M.P.S.), and a post-master's certificate in pastoral studies both on campus and through distance education. On-campus (LIMOC) M.P.S. focus areas include small Christian community formation, pastoral care and counseling, pastoral life and administration, religion and ecology, African-American ministries, Christian spirituality for pastoral ministry, marketplace ministry, Hispanic ministry, youth ministry, and the opportunity for an individualized program of study. The Loyola Institute for Ministry Extension (LIMEX) focus areas include small Christian community formation, pastoral life and administration, religion and ecology, marketplace ministries, and Christian spirituality for pastoral ministry. The institute also serves the continuing education needs of adults on campus and in extension by offering a certificate in religious education (C.R.E.), a certificate in pastoral studies (C.P.S.), and an advanced continuing education certificate in pastoral studies. The students, faculty, and staff of the Loyola Institute for Ministry form a learning community gathered to enhance the quality of pastoral ministry in the Church. The institute serves as an educational resource for professionals and paraprofessionals engaged in, or preparing for, ministry and religious education, as well as laity who want to address themselves intentionally to their ministry in the world. The institute seeks an integration of Christian theology with skills in pastoral leadership, a facility in social and cultural analysis, and an awareness of one's self and one's abilities and limitations.

MATHEMATICS CENTER

The Loyola Mathematics Center was established in 1981 as an adjunct to the Department of Mathematics and Computer Science with the original purpose of providing assistance to students in basic skills (developmental) mathematics courses. It has since evolved into a multimedia resource center for virtually all Loyola math students. The Math Center is commonly referred to as the "Math Lab", but computer science, chemistry, biology, and physics students frequently use it as well. A professional staff and well qualified students provide one-on-one tutoring for students. Interactive computer software as well as video tapes are available to those who prefer these methods of assistance. Scientific Notebook, Matlab, SPSS, Visual Basic, Java, and other programs are available on our computers for the use of our students and staff. Textbooks, instructor's manuals, and other reference materials are available for almost all undergraduate math courses taught at Loyola. Instruction and assistance using various types of graphing calculators are also provided.

PASTORAL LIFE CENTER

The Loyola Pastoral Life Center (LPLC) is a continuing education division within the Institute for Ministry (LIM). The mission and programs of the Loyola Pastoral Life Center flow directly from the mission and work of LIM. The mission of the LPLC is to provide continuing education opportunities, ministry studies programs, and spiritual enrichment for women and men involved in various aspects of the church's life and ministries. The LPLC thus furthers the mission of the church community to promote the reign of God and the primary purpose of LIM: to educate persons for leadership in Christian ministries. In pursuing its important mission, the Loyola Pastoral Life Center is particularly dedicated to helping the national church, diocesan pastoral offices, and ministry leaders in local churches improve the quality of grass-roots level Christian life and ministry. The LPLC does so by providing seminars, training programs, resources, and networking opportunities, around emerging ministry issues, for these parties. In doing its work, the LPLC remains particularly attentive to the multicultural and ecumenical dimensions of the church in the United States, to smaller dioceses and Christian home missions, and to local church communities with new and emerging forms of lay pastoral leadership.

ROSS FOREIGN LANGUAGE CENTER

The Ross Foreign Language Center, located in Bobet Hall Room 114, was established in 1988 and named for Rochelle Ross, who taught Russian here from 1967 - 82 and served as department chair, 1976 - 82. The center is operated by student workers under the direction of a member of our faculty, and provides a number of services in support of foreign language learning at Loyola. These services include: 1) peer tutoring by members of the student staff; 2) audio tape programs in support of all course textbooks, as well as self-taught audio tape courses in a variety of languages (Arabic, Chinese, Dutch, French, German, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Swahili, Turkish, Vietnamese); 3) computer assisted language learning programs; 4) interactive video programs; 5) interactive audio programs; 6) videos; 7) foreign language reading materials, including: magazines (*¡Hola!*, *Paris Match*, *Russian Life*, back library issues of *El País* and *Stern*), news summaries (*Standpunkt*, *Journal Français d'Amérique*, *La Gazette de Louisiane*), reference aids (bilingual dictionaries, grammar reviews, and study abroad opportunities); 8) current *Jobs International*—a bulletin of international jobs available.

SERVICE LEARNING CENTER

The Office of Service Learning, located in Bobet Hall Room 113, was created in 2001 in an effort to develop and institutionalize service learning across the academic curriculum in order to strengthen student learning and address the needs of community partners. The objectives and activities engage faculty in a way that more easily allows for the integration of teaching, research, and service. Service learning instills a commitment of lifelong learning and lifelong service consistent with the Jesuit philosophy of educating the whole person. Research has shown that students involved in service learning programs have stronger relationships with faculty, a greater sense of social responsibility, enhanced academic prowess, and positive personal development (e.g., spiritual growth and moral development) and interpersonal development (e.g., leadership and communications skills).

SHAWN M. DONNELLEY CENTER FOR NONPROFIT COMMUNICATIONS

Housed in the Department of Communications, the Shawn M. Donnelley Center for Nonprofit Communications was established in 1997 to allow students to work on real projects under the direction of a faculty supervisor for nonprofit clients who have advertising and public relations projects. Not only is this work used by the organizations, but the work by advertising students for nonprofit clients consistently wins Addy Awards from the Advertising Club of New Orleans. The center's facilities consist of 13 PowerMac computers and 6 PowerMac G4 computers, six flatbed scanners, two black and white laser printers, a color laser printer, two film/slide scanners, and a vast array of graphic design software. Student assistants and a lab manager supervise the center about 60 hours per week to assist students with their work. The diverse clientele includes New Orleans Area United Cerebral Palsy, Greater New Orleans Youth Orchestra, YMCA of Greater New Orleans, American Red Cross, Bishop Perry Middle School, Rayne Memorial United Methodist Church, U.S. Pirg, Habitat for Humanity, a recreational bicycle path around Lake Ponchartrain, and many others. The work has been as simple as a flyer or as complex as a full-scale integrated communications campaign. To learn more about the Donnelley Center and to view a portfolio of works visit the website at www.loyno.edu/~dcenter.

TWOMEY CENTER FOR PEACE THROUGH JUSTICE

The goal of the Twomey Center for Peace Through Justice is to shape social justice consciousness through education and by taking action on critical social issues confronting society. Thus, the center seeks to put into practice the principles enunciated in *Goals of Loyola*: "Loyola is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices. These goals are achieved through programs including Blueprint for Social Justice, Bread for the World, the Crescent City Farmers Market, ECONomics Institute, Micro Enterprise, Labor Studies Program, Loyola Student Development, Resolving Conflict Creatively Program (RCCP), the Twomey Training Center, and the Urban Partners Program. The accomplishments of the center are reflected in the successes of these programs in addressing the critical issues of poverty, racism, violence, and education. Several of the programs have become model programs in the community. For example, the Resolving Conflict Creatively Program is making a significant contribution in reducing violence in the schools. The Twomey Center also manages the Twomey Print Shop, which provides low cost printing to the university and does limited publishing.

WHELAN CHILDREN'S CENTER

Whelan Children's Center is a high quality childcare program for the children of the faculty, staff, students, and alumni. The center, located on Loyola's campus, provides a safe and stimulating educational environment with a highly qualified, experienced, nurturing staff. Twelve full-time and two part-time teachers, 25 work-study students, and 62 children ranging in age from four months to five years make up the center's population. Teachers of three- to five-year-old children are certified in Early Childhood Education; and teachers of infants and toddlers have extensive experience in working with young children. All teachers are certified in Infant and Child CPR and Pediatric First Aid. Teachers attend the annual Louisiana Association for the Education of Young Children conference and workshops throughout the year. Children are grouped by ages: infants, toddlers, two-year-olds, three-year-olds, and preschoolers. A developmental program is based on all areas of development: physical, social, intellectual, and emotional. Activities as well as the physical environment are carefully planned to enhance the growth and

development of young children. For example, two-year-olds learn about cultural activities, music, and letter and color recognition. Older children work on the two computers and develop social skills and academic concepts which prepare them to start kindergarten. The center supports the philosophy that children are happiest when actively involved in learning.

WOMEN'S RESOURCE CENTER

The educational mission of the women's studies program and of the university as a whole is supported by the programs and services offered by the Women's Resource Center. The Women's Center, located in Mercy Hall Room 103, aims to provide Loyola women and men with a positive college experience by responding to their needs as gendered human beings and by fostering an environment that is free of sexism and other forms of institutional and individual forms of oppression. It strives to create a supportive, and inclusive campus environment through programming, services, and advocacy. The Women's Center encourages and promotes the interdisciplinary exchange of knowledge about women amongst faculty by supporting research and course development assistance in those areas. In all its endeavors, the center seeks to include and respond to the needs of staff members. To ensure that the community be involved in activities of the center and so that students can also find feminist role models and mentors outside of the university, the center maintains and encourages contact with alumni and the local community and links to other women's centers, especially at Jesuit institutions. The center's mission is to create a campus environment that addresses and responds to issues of concern relevant to the lives of women on campus, in the metro area, and beyond. In doing so, women's services at Loyola form an integral part of the Jesuit mission in higher education.

The following resources are available at the Women's Resource Center:

- information about women's studies courses;
- academic advising for the women's studies minor;
- information on Women's Center programs and events;
- a library of feminist and women's studies literature;
- Internet access to feminist and women's studies websites;
- information on graduate programs in women's studies;
- resources for women in the New Orleans metro area;
- conference and meeting space.

ACADEMIC REGULATIONS

KNOWLEDGE OF REGULATIONS

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the *Registration Schedules* distributed by the Office of Student Records, the *Student Handbook* distributed by the Office of Student Affairs, official publications distributed by individual departments, posted official notices, and official instructions given to students.

The university reserves the right to clarify and change its regulations in the course of the student's enrollment. Faculty advisers, deans, and associate deans are available to assist students regarding compliance with current regulations. **However, it is ultimately the student's responsibility to comply with the regulations and completion of requirements for his or her chosen program of study.**

Upon enrollment, it is understood that the student agrees to be governed by the university regulations and to abide by decisions made by proper authorities of the university. In addition, departments may have their own manuals regulating their graduate programs.

FACULTY ADVISING

All students are assigned a faculty adviser. Faculty are usually assigned to advise students who have indicated an interest in their particular field of specialization. The names of assigned faculty advisers may be obtained from the office of the dean of one's college or from the department chair in the College of Arts and Sciences.

Faculty advisers are available to students throughout the academic year, but their role is especially important during the orientation and registration periods. Advisers will help students plan their program, explore career alternatives, and aid in any academic problems. Faculty advisers will also ensure that the graduate academic experience is as valuable as possible by assisting students in the sequencing of their course work. **Students should be aware, however, that knowledge of and adherence to regulations of Loyola, both academic and otherwise, are the ultimate responsibility of the student.**

REGISTRATION

Currently enrolled students are encouraged to early register for the subsequent terms. Graduating seniors and transient students are not eligible to participate in early registration. Those admitted as transient students must complete their credentials during the term of their first admission and must be readmitted for the next term as a non-degree seeking student or degree-seeking in order to continue their enrollment. Students with financial obligations will be allowed to early register, but must sign a promissory note within the first 30 days of registration. Failure to do so will result in the cancellation of the early registration schedule. Students with a health hold due to remaining immunizations will be allowed to early register during the first 30 days of registration. Failure to have this hold removed will result in the cancellation of the early registration schedule.

Loyola has continual registration for the upcoming semester, which extends through the last day of late registration. During the late registration period, a fee is assessed and a student may be required to pay tuition in full prior to registering.

If a student decides not to return to the university in the term for which he or she has registered, the student must officially withdraw before the term begins to avoid financial penalties. (See *Withdrawal from the University*).

Please refer to the calendar in the *Course Reference Guide* for additional information.

DROP/ADD PERIOD

Dropping and adding of courses may take place from the beginning of early registration until the last day of the late registration period, as indicated on the academic calendar.

LORA

Loyola's Online Records Access (LORA) is available to all students, current as well as alumni (1979 to present year). Students can check their grades, account balances, financial aid, transcripts and class schedules, and some students, with approval of their adviser, may register online. Access to the system requires the use of a personal identification number (PIN). The PIN is set as the student's birth year and birth month (yyyymm). After the initial signon, the student is required to reset the PIN to another number.

AUDITING

Students who do not want to earn university credit for a course may elect to audit the course. Such courses are considered part of the student's term course load and are recorded on the transcript. To audit a course, an audit request card must be completed and signed by the student and his or her adviser. This card must be handed in to the Office of Student Records before the last day for late registration. The cost to audit a class is the same as if the course were taken for credit.

A course previously audited may be taken for credit by enrolling in the course in a subsequent term.

A student may not change his or her status from audit to credit nor from credit to audit without permission from his or her adviser. Such approval must be filed in the Office of Student Records before the last day to add classes as indicated in the academic calendar for the term.

WITHDRAWAL FROM COURSES

After the drop/add period and up to approximately the midpoint of the term, students may receive an administrative withdrawal from a course. Students receive a grade of W for the course once the course withdrawal form has been completed and signed by the student, instructor, and adviser. This form must be handed into the Office of Student Records by the deadline indicated in the academic calendar. Course withdrawal is not complete or official until all signatures have been obtained and the form handed in to the Office of Student Records by the deadline indicated in the academic calendar.

Students who stop attending but do not officially withdraw will receive a grade of F.

Please refer to the calendar in the *Course Reference Guide* for additional information.

REPETITION OF COURSES

Loyola's policy is to show all grades in repeated courses and the student receives no additional credit hours towards graduation. To determine academic standing, all grades and quality points are included.

ATTENDANCE

Each instructor must announce at the beginning of the semester how attendance in class will affect grading. For example, the instructor may judge that attendance in class is imperative and demand adherence to a policy that a student is liable to receive an F at the discretion of the instructor if he or she misses a specified number of the classes. Attendance will not be required on the major religious holidays of any faith. Failure to attend any term without applying for a leave of absence requires reapplication and readmission to the university.

CLASSIFICATION

Classifications are determined by the Office of Admissions based upon the credentials and application submitted by the student.

DEGREE-SEEKING STUDENTS are officially admitted to a specific program and are classified as follows:

<u>Classification</u>	<u>Hours Earned</u>
Graduate Freshman	0 – 9
Graduate Sophomore	10 – 18
Graduate Senior	19 or above

NON-DEGREE-SEEKING STUDENTS are admitted with official credentials but are not enrolled in a particular degree program. Students admitted as non-degree-seeking must enroll in consecutive terms or apply for a leave of absence in order to maintain their status. Failure to follow these procedures will require readmission. Course work taken while a non-degree-seeking student is subject to evaluation in terms of applicability toward a degree. There are limitations on financial aid available to non-degree-seeking students.

ACADEMIC ENROLLMENT STATUS

Academic Full-time—any graduate student enrolled for 9 or more credit hours.

Academic Full-time per Summer Session—any graduate student enrolled for six or more credit hours.

Any graduate student not enrolled full-time is considered part-time.

CLASSROOM DISCIPLINE

In the realm of classroom conduct, a student does not have the right to engage in conduct which is disruptive to the educational process. Such conduct (e.g., abusive language, threats, disruptive talking and laughing, violent actions, etc.) may cause removal from that class meeting and can result in removal from the course with a grade of W. A second such disruption may result in exclusion for one or two semesters or dismissal from the university.

Appeals Procedure

It is hoped that discipline problems will be resolved either through the mutual agreement of the student and instructor or through the mediation of the department chair or the dean of the college.

In case of an appeal, the dean of the college in which the course is offered will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee composed of the dean or a representative, two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee, and the dean should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall render a decision which will be final.

If the dean should refuse to grant a committee hearing, the student has a right to appeal to the provost. The provost may convene a committee composed of the provost or a representative, two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee, and the provost should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty and students will follow these principles and in so doing, protect the validity of the university grades. Instructors will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic Work

All academic work will be done by the student to whom it is assigned without unauthorized data or help of any kind. A student who supplies another with such data or help is considered deserving of the same sanctions as the recipient. Specifically, cheating, plagiarism, and misrepresentation are prohibited. A student who is found to have cheated on any examination may be given a failing grade in the course. In case of a second violation, the student may be excluded for one or two semesters or dismissed from the university. Plagiarism is defined by Alexander Lindley as "the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own." (*Plagiarism and Originality*). "Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own." (*MLA Handbook*, 1985).

A student who engages in cheating, plagiarism, or misrepresentation on term papers, seminar papers, quizzes, laboratory reports, and such, may receive a sanction of a failing grade in the course. A second offense may be cause for exclusion or dismissal from the university.

Faculty members are required to report immediately to the dean of the student's college any case of cheating, plagiarism, or misrepresentation which he or she has encountered and later, the manner in which it was resolved.

The dean of the student's college should apprise the student of the serious consequences of cheating, plagiarism, and misrepresentation as well as of the appeals procedure open to the student in such cases.

Appeals Procedure

If the matter cannot be amicably resolved in consultation with the instructor and chairperson up to 30 days after the beginning of the subsequent semester, excluding summers, the student has the right to appeal to the dean of the college in which the course was offered a decision of the instructor indicating that the student is guilty of cheating, plagiarism, or misrepresentation. The burden of proof will be upon the student.

The dean will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee consisting of the dean or a representative, two faculty members, and a student to render a decision. The dean or a representative will serve as the non-voting chairperson of the committee. The student and instructor involved should be informed of the membership of the committee and the dean should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

If the dean should refuse a committee hearing to the student, he or she may appeal to the provost. The provost may convene a committee composed of the provost or a representative, two faculty members, and one student from the college in which the appellant is enrolled. The student and instructor involved should be informed of the membership of the committee, and the provost should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

ACADEMIC STANDING

Criteria for academic standing are set by each department. However, the student must maintain a 3.0 or be placed on probation. The student has one semester to bring the grade point average back up to 3.0.

GRADING

Each instructor has the option of using a grading method within each course that best meets the needs of students and the subject. However, all grades are translated by instructors into the following grades:

- A Excellent. This grade is assigned 4 quality points per semester hour.
- B+ Good. This grade is assigned 3.5 quality points per semester hour.
- B Good. This grade is assigned 3 quality points per semester hour.
- C+ Minimally Passing. This grade is assigned 2.5 quality points per semester hour.
- C Minimally Passing. This grade is assigned 2 quality points per semester hour.
- D+ This grade is assigned 1.5 quality points per semester hour. This grade will not count toward graduation.
- D This grade is assigned 1 quality point per semester hour. This grade will not count toward graduation.
- F Failure or failure to withdraw. No quality points are assigned.
- I Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade which has not been made up by the sixth week of the subsequent term, excluding summer terms, will be changed automatically to F.
- P Pass. Pass/fail grades are available only in courses designated as pass/fail. Grades of P are not counted toward quality point averages.
- W Withdrawal. Indicates that the student withdrew by the 10th week of class in the Office of Student Records. No credit is awarded.
- AU Audit Complete.
- AI Audit Incomplete.
- AP Advanced Placement.
- IP In Progress. An IP grade may be granted for certain courses that typically are longer than a normal semester.

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

GRADE POINT AVERAGES

A student's grade point average is based on credit hours, grading method (pass/fail, etc.), grade awarded, and quality points. The following definitions apply.

LOYOLA EARNED HOURS are the credit hours earned while taking courses at Loyola.

TOTAL EARNED HOURS are the credit hours earned while taking courses at Loyola as well as the hours awarded for transfer work toward a student's degree.

QUALITY HOURS are the units upon which a student's grade point average is calculated. They differ from earned hours because quality hours do not include the pass grade and do include failed courses.

QUALITY POINTS are calculated by multiplying the quality points associated with a grade (A=4, etc.) by the quality hours. (A three credit hour course with a grade of A will result in 12 quality points.)

LOYOLA GRADE POINT AVERAGES are calculated by dividing the Loyola quality points by the Loyola quality hours.

LOYOLA CUMULATIVE GRADE POINT AVERAGES include only the course work taken at Loyola.

ATTEMPTED HOURS are all courses registered beyond the drop/add period including W grades.

GRADE REPORTS

A report of the grades made by a student in his or her scheduled courses is sent to the student's permanent address at the end of each term.

Loyola's grade reports list the courses, grades, Loyola grade point averages (both cumulative and semester), and the total earned hours. Discrepancies must be appealed in writing to the Office of Student Records within 30 days of the last examination.

CHANGE OF GRADE

An instructor may change a grade previously assigned by processing an official change of grade form. This form may be obtained in the Office of Student Records or in the dean's office. The instructor must request the grade change and cite the reason for changing the grade. The form must be approved by the instructor, the department chair (A&S only), and the dean under whose jurisdiction the course was offered.

GRADE APPEALS

The student has a right to know the grade he or she has earned, the right to know the grading systems of the instructor, and the right to know grades as they are given during the term. The grading system should be included in the course syllabus.

If the student feels that he or she is not being graded justly, the student should first consult the instructor. If this consultation proves unsatisfactory, the student should then consult the department chair. If the student still feels that the problem has not been resolved, he or she should consult the dean of the college in which the course is offered to request a committee hearing.

The student has the right to appeal a given grade to the dean up to 30 days after the beginning of the subsequent term, excluding summers. It may happen, however, that a hearing may not be able to be scheduled until after that time. Until the grade is finally determined, the student's academic standing and all related rights and privileges are based on the grade as originally assigned.

The student shall collect and present any evidence (tests, papers, laboratory reports, etc.) to the dean. The dean may appoint a committee composed of the dean or the dean's designated representative, two faculty members, who, if possible, should be familiar with the course, and one student who has taken the course, if possible. The dean or the dean's designated representative, will serve as the non-voting chair of the committee.

The student and instructor are to be apprised of the composition of the committee, and the dean should honor any reasonable objection either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The burden of proof will be on the student. The decision of the committee is final, and the grade it decides upon becomes the official grade for the course.

If the dean denies a student a committee hearing, the student may appeal to the provost. The provost may convene a committee composed of himself or herself or a representative, two faculty members (who should, if possible, be familiar with the course), and one student from the college in which the course is offered and who has taken the course. Both the student and the instructor are to be apprised of the composition of the committee, and the provost should honor any reasonable objection which either might have to appointed

members. Both the student and the instructor have the right to present their positions in person to the committee. The decision of the committee is final, and the grade it decides upon becomes the official grade for the course.

Loyola students enrolled in courses at other institutions are subject to the grade appeal policy at those institutions.

DISMISSAL

Although dismissal is usually a function of the student's inability to remove himself or herself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

PROCEDURES FOR EXCLUSION OR DISMISSAL

The dean of a college or his or her representative may initiate proceedings for exclusion or dismissal when he or she has reasonable cause to believe that a student has violated a university academic policy or has committed an offense which warrants such action. Grounds for exclusion or dismissal include, but are not limited to, the following: cheating, plagiarism, fraud, misrepresentation, and conduct which is disruptive to the educational process (e.g., abusive language, threats, disruptive talking, etc.).

The dean or a representative will form a committee to hold an exclusion or dismissal hearing. The purpose of the committee is to recommend to the dean any sanctions that should be taken against the student. In the case of fraud, cheating, plagiarism, misrepresentation, or similar offenses, the committee will consist of the dean (or a representative), two faculty members, and a student from the college in question. In the case of disruptive conduct or other offenses related to the academic environment, the committee will consist of the dean (or a representative), two faculty members, and a representative from student affairs. In the event a committee had been formed to hear an appeal of a second offense, said committee may be convened to act as the hearing committee on exclusion or dismissal. The dean or a representative of the student's college shall provide the student with a written statement outlining the reasons for the exclusion or dismissal hearing, which is held to consider what action should be taken with regard to the student's future at the university in light of the findings against the student and not to reconsider the student's guilt or innocence in cases of cheating, plagiarism, misrepresentation, disruptive conduct, etc. The statement shall contain sufficient detail to inform adequately the accused of the time, date, place, and conduct serving as the basis for the complaint. The student shall also be advised that he or she has a right to appear before the committee and to present information and witnesses in support of his or her position concerning exclusion or dismissal. Alternatively, the student may present such information in writing. The accused student may make his or her presentation with the assistance of a faculty member, staff member, or another student, but legal representation will not be permitted at the hearing.

The hearing on the matter shall be held within a reasonable period of time (normally within 15 days), but at least 10 days after the student has received notice of the charges. Until final determination of the matter, the student shall be allowed to continue classes unless, in the opinion of the dean, the violation warrants immediate departure from the university.

Within five days after the hearing, the committee shall make its recommendations to the dean of the student's college. Included in the committee's recommendation shall be a record of the deliberations (a full transcript is not required) and a justification for the committee's decision. A copy of these records shall be immediately forwarded to the provost.

Should the dean of the college decide that the student shall be excluded for one or two semesters or be dismissed from the university, the student may appeal the decision to the provost within 10 days following receipt of the dean's decision. After receiving the written appeal from the student, the provost may affirm, modify, or reverse the action previously taken by the dean.

The decision of the provost is final.

CAREERS

Students may have an undergraduate, graduate, joint graduate/professional and/or professional career, or continuing education at Loyola University New Orleans. Each career has its own grade point average which will not reflect courses taken that are at a level different from a student's career at that time. Therefore, for students who receive a bachelor's degree and return to take undergraduate courses as a graduate student, their grade point average at the time of the awarding of the degree will not be affected by this later course work. In addition, the graduate grade point average will not include quality points for undergraduate courses.

RESIDENCY

A minimum of 24 credit hours must be completed while registered at Loyola. Unless special permission is granted by the appropriate graduate chair or dean to pursue work elsewhere, the work of the final year must be completed at Loyola. This requirement applies to students who entered as graduate freshmen and to students transferring from other institutions. M.B.A. students must complete 27 hours of 700- and 800-level courses in residence, except for students who participate in the Jesuit consortium.

ELIGIBILITY FOR GRADUATION

Students must meet the specific requirements of their degree programs as set forth in this bulletin. The university, through the appropriate graduate department chairs or deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

Applications for graduation should be filed during the previous fall term for May, August, and December candidates. Specific deadlines are published in the academic calendar and in the *Course Reference Guide*.

To be certified to graduate at the end of the term for which the student applied, all degree requirements must be completed no later than July 1 for spring candidates, October 1 for summer candidates and February 1 for fall candidates. After that date, the original application for graduation will be deleted. If the student is unable to complete the requirements during this period of time, the student must reapply for graduation in a subsequent term.

GRADUATION

Loyola confers degrees in May, August, and December. After grades are received, the university determines graduation grade point averages. Subsequently, the Office of Student Records posts the degrees to transcripts and provides the students with their diplomas. Diplomas and transcripts are not released until the student has discharged all financial and contractual obligations to the university. After a student has graduated, no change may be made in his or her record except to correct a discrepancy (see *Grade Reports*) or as the result of a grade appeal (see *Grade Appeals*).

COMMENCEMENT

Loyola University holds a commencement ceremony at the end of the spring semester. Students who are candidates for May or August will participate in that ceremony; students who are candidates for December may participate in that spring ceremony or the following spring ceremony. The commencement program is not a certification document of the university.

DIPLOMAS

The diploma given to students upon graduation carries the university information, student's name, and degree title. Diplomas will be released only to students who have discharged their financial and legal obligations to the university.

ENROLLMENT AT OTHER UNIVERSITIES

Students must obtain the prior written permission of the appropriate graduate chair, dean, or the department chair in the College of Arts and Sciences, to enroll in courses at other institutions. No transfer credit will be awarded for such work unless the courses are approved by the dean or the student's department chair in the College of Arts and Sciences. Only students in good standing are granted permission to attend another institution. An official copy of the transcript from the other institution must be submitted to Loyola's Office of Student Records prior to the completion of Loyola's next term or the course will be subject to the provisions of evaluation of transfer course work.

Students in the College of Business Administration must obtain approval from the director of their program.

LEAVE OF ABSENCE/INTENT TO RE-ENROLL

Students enrolled in one term may apply to their dean for a leave of absence for either the next term or academic year and process a leave of absence in the Office of Student Records. Students returning from a leave of absence are subject to the policies of the bulletin under which they were originally admitted. A leave of absence is not granted to a student transferring to another university.

Students who did not formally apply for a leave of absence are eligible to complete an intent to re-enroll form in the Office of Student Records if the student did not attend another university during the absence period or have an active probation status at Loyola.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw officially from the university a student must:

1. Obtain a withdrawal form from the Office of Student Records.
2. Obtain signatures of the designated officials on the withdrawal form.
3. Student should consult the official academic calendar for the appropriate tuition refund schedule.

Withdrawal from the university is not complete or official until all signatures have been obtained and turned into the Office of Student Records.

Those students who withdraw officially from the university prior to the last day for dropping courses as recorded in the academic calendar will have the courses removed from their records. Students withdrawing from the university after the drop period but in the withdrawal period will receive Ws.

Students who have not been enrolled for two terms or more must follow the degree requirements in effect at the time of their re-entry.

MEDICAL WITHDRAWAL FROM THE UNIVERSITY

A student will be granted a medical withdrawal from the university within the term the student is incapacitated, providing that detailed written documentation is provided by the student's health care professional to the associate vice president of student affairs, who will make a final recommendation to the vice president for student affairs. Written notification will be provided to appropriate parties by the associate vice president for student affairs.

Any student receiving a medical withdrawal during the term may be required to remain out of class the succeeding term. (This decision will be based on seriousness of illness and time of withdrawal.) Medical withdrawals must be made within the term being requested (during illness). The associate vice president for student affairs will recommend the appropriate refund, if any.

RECORDS RETENTION POLICY

Admissions Documents

The admissions records of enrolled students are retained for 10 years. Acceptance letters, applications, correspondence, credit by examination, test scores, transcripts, transfer credit evaluations, and admissions decision information are retained on non-enrolled students for a period of one year.

Records and Registration Documents

Graduation certification forms and registration documentation are retained for three years; change of grade forms, final grade rosters, transcripts, catalogs, class schedules, and commencement information are retained indefinitely. Students are required to report and appeal all discrepancies regarding all academic records to the Office of Student Records within 30 days from the final class day of the semester in which the discrepancy occurred.

VETERANS CERTIFICATIONS

Immediately following registration held in the beginning of each term, students who are eligible for benefits through the Veterans Administration can be certified by the Office of Student Records. In accordance with Title 38, United States Code, Veterans Benefits, Loyola University certifies only those students who are admitted to a degree program and who are making satisfactory progress as determined by the probationary and exclusion policies of the university's colleges.

Reimbursement is certified for standard courses only and excludes non-credit courses. All inquiries concerning the certifications should be directed to the director of student services in the university's Office of Student Records.

CREDIT HOUR CERTIFICATION RULES FOR ALL STUDENTS

Classification:	Full Time	3/4 Time	1/2 Time	1/4 Time
Undergraduate	12	9	6	3
Graduate	9	-	5	-
Law	9	6	3	2
Summer School	6		3	-

TRANSCRIPTS

Loyola is authorized to distribute only Loyola's own transcripts, not the records of testing services or other universities. Students may have four records at Loyola which comprise the official transcript: undergraduate, graduate, law, and continuing education. Upon a student's request, all official transcripts are sent by the Office of Student Records to others. Transcripts marked, "Issued to the Student," are given by the Office of Student Records to students. In accordance with recommendations of the American Association of College Registrars and Admissions Officers, official transcripts issued to students should not be treated as an official academic credential. Transcripts carry notations identifying major, degree program, Loyola term and cumulative statistics, degrees earned at Loyola and other institutions, transfer course work by institution, credit by examination, date of birth, and prior academic level. Academic exclusion and academic dismissal are indicated on the transcript for students placed in this status.

The Office of Counseling and Career Services issues copies of Loyola transcripts as part of its placement portfolio. This document should not be treated as an official transcript.

Loyola will withhold transcripts, diplomas, and statements of honorable dismissal until indebtedness to the university has been discharged.

POLICY ON RELEASE OF INFORMATION

Loyola endeavors to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration, and staff respect confidential information about students which they acquire in the course of their work. At the same time, Loyola tries to be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.

Documents submitted by or for the student in support of an application for admission or for transfer credit are not returned to the student, or sent elsewhere by request. In exceptional cases, however, where another transcript is unobtainable, copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released.

The complete policy on release of student information follows.

Public Law 93-380 (also known as the Buckley Amendment and as the Privacy Rights of Parents and Students—Section 438 of the General Education Provisions Act) permits only the release of "directory information" about students without the student's written consent. "Directory information" includes:

Student's name, all addresses, telephone number, e-mail address, place of birth, college, major, honors, awards, photo, classification, dates of enrollment, degrees conferred and any graduation distinctions and dates of conferral, and the institution attended immediately prior to admission.

The law further provides that any student may, upon written request, restrict the printing of such directory information in the student address directory. The student may so indicate at each registration.

The law requires such written consent of the student for the release to anyone (including parents) of other than "directory information" with the following exceptions: (a) other school officials within the educational institution who have legitimate educational interest; (b) officials of schools to which the student seeks to transfer; (c) the Comptroller General of the United States, the HEW Secretary, the administrative head of an education agency, or state educational authorities; (d) in connection with a student's application for, or receipt of financial aid; (e) state and local officials or authorities to which such information is specifically required to be reported under state statute adopted prior to

November 19, 1974; (f) organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; (g) accrediting organizations; (h) in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons; and (i) the Veterans Administration.

Loyola University administrators and faculty may have access to information contained in students' records.

Personal information shall only be transferred to a third party, however, on the condition that such party will not permit any other party to have access to the information without the written consent of the student and that the information be utilized only for the specific purpose for which it was released.

Under the law, any student has the right to inspect and challenge his or her own educational file, with the exception of letters of recommendation or other material when the author was guaranteed confidentiality prior to January 1, 1975. Positive identification of the student shall be required prior to such examination and a university official shall remain in the immediate vicinity during the examination period.

SECURITY OF STUDENT RECORDS

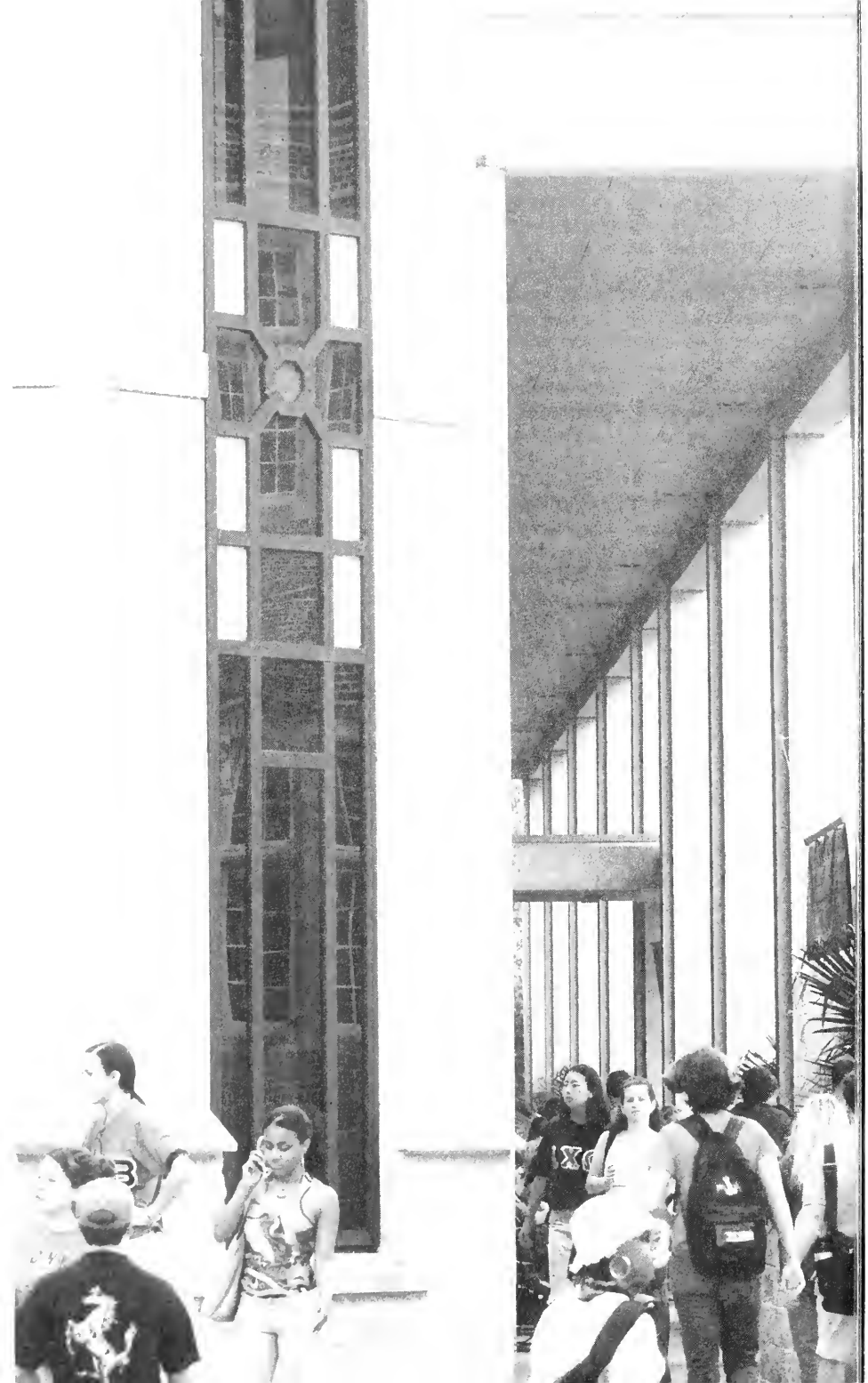
Loyola University New Orleans maintains all student records in electronic format. Such records are maintained on an administrative system housed in a secured environment. Access to all electronically stored information is controlled through the use of user IDs and passwords. Additionally, all records are copied to magnetic tape on a daily basis and stored offsite.

POLICY ON INTELLECTUAL PROPERTY RIGHTS

The university's policy for students, faculty, and staff on intellectual property rights can be found on the university web page under Policy, Procedures, and Reports at www.loyno.edu/provost/policies.html.

STUDENT GRIEVANCES AND COMPLAINTS

The university has procedures to handle student grievances and complaints. Please see the *Student Handbook* and the university web page under Policy, Procedures, and Reports at www.loyno.edu/provost/policies.html to determine the procedure to follow for a specific grievance or complaint.



JOSEPH A. BUTT, S.J., COLLEGE OF BUSINESS ADMINISTRATION

DEAN: J. Patrick O'Brien, Ph.D.

OFFICE: 301 Miller Hall

ASSOCIATE DEAN: Jerry W. Dauterive, Ph.D.

M.B.A. DIRECTOR: Jerry W. Dauterive, Ph.D.

GRADUATE PROGRAM COORDINATOR: Jan A. Moppert

PROFESSORS: Jesse T. Barfield, Walter Block, Nicholas Capaldi, Caroline Fisher, Wing Fok, Joseph Ganitsky, Jerry Goolsby, Jerry M. Hood, Kimball Marshall, J. Patrick O'Brien, Michael M. Pearson, Cecily Raiborn, A. Michael Sibley

ASSOCIATE PROFESSORS: James H. Baskett, Ronald C. Christner, Brenda E. Joyner, Jing Li, J. Stuart Wood

ASSISTANT PROFESSORS: John W. Barnes, Kirsten Daniel, Michelle Kirtley Johnston, Marina H. Onken

MISSION AND PURPOSE

In the Ignatian tradition and consistent with the goals of Loyola University New Orleans, the mission of the Joseph A. Butt, S.J., College of Business Administration is to prepare and graduate individuals with the capability and motivation to become effective and socially responsible business and community leaders who possess a love for, the critical intelligence to pursue, and the eloquence to articulate truth. The college's primary emphasis is the provision of innovative and superior undergraduate management education. In addition, the college is committed to offer selected high quality graduate programs which are consistent with the mission of the university. The faculty of the college is committed to excellence in research and dedicated to service that enhances the quality of our undergraduate and graduate teaching.

The College of Business Administration is committed to provide undergraduate and graduate programs designed to prepare students for leadership roles in the dynamic, global environment of profit and not-for-profit organizations; a value-laden management education in the Ignatian tradition; emphasis on exceeding the expectations of its customers; and continuous improvement.

ACCREDITATION

The college was founded in 1947, and the baccalaureate program was accredited by AACSB—the Association to Advance Collegiate Schools of Business (600 Emerson Rd., Suite 300, St. Louis, MO 63141 (314) 872-8481)—in 1950. The graduate division of the college was established in 1961, accredited by the AACSB in 1974, and reaccredited in 1983 and 1999.

PROGRAMS OF STUDY

The College of Business Administration offers two graduate programs:

- (1) master of business administration (M.B.A.), offered in the evening;
- (2) juris doctor/master of business administration (J.D./M.B.A.), offered in conjunction with Loyola's School of Law.

ADMISSIONS

Admission to graduate study is granted to students showing high promise of success at the graduate level. Applicants for admission must have a four-year bachelor's degree from an accredited college or university. Admission is competitively based upon undergraduate academic record, relevant work experience, statement of reasons for pursuing the degree, and, for M.B.A. and J.D./M.B.A. applicants, performance on the Graduate Management Admissions Test (GMAT). GMAT scores older than five years will not be accepted. Students with graduate course work at another institution will be considered for admission only if they are in good standing at the other institution. Students who leave Loyola and take graduate course work elsewhere will be readmitted only if in good standing at the interim institution.

International applicants must submit a score of 237 or higher on the Test of English as a Foreign Language (TOEFL). Those who graduated from a college or university in which English was the language of instruction are exempt from the TOEFL requirement. TOEFL scores older than two years will not be accepted. International applicants must also provide an affidavit of support showing sufficient funds to finance their course of study and living expenses.

ALL APPLICANTS MUST PROVIDE:

- an application;
- official transcripts showing all college work attempted: undergraduate, graduate, and professional;
- an official GMAT score report from the Educational Testing Service (ETS);
- two recommendations;
- a résumé;
- a statement addressing the questions:
 - (1) How do you think the degree will enhance your professional background?
 - (2) What expectations do you hope to realize by earning the degree?

Note: Failure to provide a complete set of official transcripts constitutes grounds for immediate dismissal from the graduate division of the College of Business Administration.

Applicants are in competition with one another initially on the basis of undergraduate grade point average and professional work experience.

When making an application, applicants should send a complete packet with all of the documents requested, except official test scores. GMAT and TOEFL scores must be sent directly from Educational Testing Service. All documents except test scores are to be included in the application packet.

Applications are available from the Office of Graduate Business Programs, Box 15, Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118; (504) 864-7944, Fax: (504) 864-7970; E-mail: mba@loyno.edu. Applications may also be submitted electronically through www.embark.com. The application deadline for fall is June 15 and for spring is November 15.

ACADEMIC STANDING

In order to remain in good standing, a graduate student must maintain a cumulative grade point average of 3.0 or higher in graduate course work taken at Loyola University. A student whose cumulative GPA falls below 3.0, calculated on all courses taken to fulfill degree requirements, is placed on probation. In the next period of enrollment, the student must earn a term GPA above 3.0 with no grade below B or be dismissed from the program. Students on probation may not enroll in undergraduate courses. A grade below B, in more than seven credit hours in courses taken to meet degree requirements, constitutes grounds for dismissal. No course with a grade below C may be used toward degree requirements.

Conditionally admitted students must earn a GPA of 3.0, as calculated on all courses taken to meet degree requirements, in the semester in which they reach nine hours or be dismissed. It should be noted that an M.B.A. student on probation will not be given permission to take a course at another school, may not take an independent study course or internship, and may not enroll in BA B850, Global Strategy.

AWARDS

Each year in May, the College of Business Administration hosts an annual awards ceremony to honor outstanding students. The G. Ralph Smith Award is given each year to the outstanding M.B.A. graduates.

BETA GAMMA SIGMA

Membership to this national honor society is by invitation only to the upper 20 percent of the graduating M.B.A. class.

LOYOLA M.B.A. ASSOCIATION

The M.B.A. Association offers an excellent means for M.B.A. students to interact with other students, faculty, and community leaders. In addition to special gatherings, meetings are scheduled with leaders from the civic and business community of greater New Orleans as invited guest speakers. Membership is open to all M.B.A. students.

ENDOWED CHAIRS AND PROFESSORSHIPS

Legendre-Soule Chair in Business Ethics

Hilton/Baldrige Chair in Music Industry Studies

Harold E. Wirth Chair in Economics

Gerald Gaston Chair in International Business

Bank One/Francis C. Doyle Distinguished Professorship

Bank One Distinguished Professorship

Stanford H. Rosenthal Distinguished Professorship for Risk, Insurance, and Entrepreneurship

JURIS DOCTOR/MASTER OF BUSINESS ADMINISTRATION

The J.D./M.B.A. program is designed for those students seeking advanced education in business administration in addition to an education in the law. Applicants for the J.D./M.B.A. program must apply separately to the School of Law and to the College of Business graduate program and be accepted individually to both.

Normal degree requirements of 90 credit hours (juris doctor) and 33 credit hours in 700- and 800-level course work (master of business administration) are complemented and reduced to 81 credit hours (juris doctor) and 24 credit hours (master of business administration). Each program is reduced by nine credit hours as each program accepts, as part of its requirement, nine credit hours from the other program.

Upon completion of the program, the student will be awarded two separate degrees. The requirements for both must be completed, however, before either degree can be awarded. Students participating in the joint program must maintain a minimum grade point average of 2.0 (4.0 scale) in the School of Law and 3.0 (4.0 scale) in the College of Business Administration.

Students failing to meet all of the requirements of the program are awarded the juris doctor or master of business administration degree only if they fulfill the requirements for the individual degree as outlined in the law school or graduate bulletins, respectively.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The primary purpose of the master of business administration program is to prepare students for advancement to high-level management positions in both the private and public sectors of the global economy. The M.B.A. program is designed to prepare leaders to manage organizations in the coming century. The program includes examination of administrative principles and quantitative approaches to decision-making common to both business and not-for-profit organizations and provides opportunities for students to develop the specialized knowledge and skills necessary to become effective, socially responsible business and community leaders. This program is designed to attract professional working students.

The M.B.A. program has the following educational objectives:

- to graduate individuals who are able to apply management theory and current business practices;
- to graduate individuals who are able to effectively communicate and work as members of a team;
- to graduate individuals who have well-developed problem-solving and ethical decision-making skills, as well as leadership abilities;
- to graduate individuals who have an understanding of global business issues and their impact on businesses.

CURRICULUM

The master of business administration (M.B.A.) program is flexible. It accommodates students with or without an undergraduate business major and provides opportunity for students to develop their own interests. The curriculum is constantly under review and continuously improved to meet the challenges of the changing business environment. The M.B.A. curriculum has four segments: the basic core, the advanced core, electives, and the capstone course. The requirements for an individual student to complete the program depend on the student's background. Some students may need only the advanced core, electives, and the capstone course, totaling 33 credit hours, while others may also need part or all of the basic core for a possible 56 credit hours.

In keeping with the commitment to the values of Jesuit education, all students must complete a zero-credit-hour course, Community Service, BA B795, requirement.

The M.B.A. program can be completed in as little as 12 months of full-time study. Students can attend full or part time. All courses are offered in the evening, with an occasional Saturday offering. New students may begin in fall or spring.

BASIC CORE

The basic core is composed of ten 600-level courses covering the basic business disciplines. (Students are also required to show they have completed a course in college algebra, finite math, or calculus with a C or better.)

			Cr. Hrs.
ACCT	B601	Financial Accounting	3
DECS	B601	Statistics	2
ECON	B601	Microeconomics	2
ECON	B602	Macroeconomics	2
FIN	B601	Financial Management	2

MGT	B601	Management and Organizational Behavior.....	3
MGT	B605	Managerial Communications	3
MGT	B610	Human Resources Management.....	2
MGT	B611	Operations Management	2
MKT	B601	Marketing Management	2
Total Credit Hours:			23

These courses, except FIN B601, may be waived in one of two ways:

- (1) completion of appropriate course work from an AACSB-accredited business school with a grade of B or higher and graduated within seven years prior to matriculation in the M.B.A. program, or
- (2) successful completion of a waiver exam.

Students who desire to establish credit for a 600-level course must do so within the first semester of enrollment. After that, the course must be taken. The definition of "pass" for a waiver exam is 80 percent.

Students who wish to have FIN B601 waived must take a waiver exam regardless of previous coursework.

The advanced core (21 credit hours) is composed of seven courses that build upon the skills learned in the basic core. There are three electives (nine credit hours) that may be used to define a concentration plus a capstone course (three credit hours). The capstone course, Global Strategy, uses business cases to integrate the materials learned in other M.B.A. course work. Global Strategy is to be completed in the last semester of the student's program. Students must satisfy the following requirements before they are permitted to enroll in the capstone course: (a) a cumulative GPA of 3.0 or higher in all graduate courses (including basic core courses), and (b) a cumulative GPA of 3.0 or higher in all advanced core and elective courses. Students must complete the capstone course with a grade of B or higher to be eligible for graduation. This course can only be repeated once.

ADVANCED CORE, ELECTIVE, AND CAPSTONE COURSES

BA B795	Community Service.....	0
BA B705	Business Ethics.....	3
BA B710	Individual and Corporate Entrepreneurship	3
BA B715	Management Control and Decision Making	3
FIN B700	Advanced Financial Management	3
MGT B725	Leadership Dynamics	3
MGT B730	Innovation and Technology Management	3
MKT B735	New Product Development and Marketing	3
	Electives (may be used to earn concentration)	9
BA B850	Global Strategy (Capstone)	3
Total Credit Hours:		33

CONCENTRATION REQUIREMENTS

			Cr. Hrs.
Finance			
FIN	B810	International Finance.....	3
FIN	B820	Financial Statement Analysis	3

Choose one from among the following:

FIN	B800	Management of Financial Institutions.....	3
FIN	B805	Investments.....	3
*FIN	B893	Special Topics	3

*ACCT B893 or FIN B893 must be approved by the appropriate area coordinator and the MBA director.

International Business

Choose three from among the following:

BA	B830	Economic Integration in Europe and the Americas	3
ECON	B810	International Economics.....	3
FIN	B810	International Finance.....	3
MGT	B815	Cross-cultural Management	3
MGT	B820	Future of the Americas	3
MKT	B800	Global Marketing	3

Students who wish to earn a concentration in international business must also show proficiency in a language at a level equivalent to 201 at the undergraduate level. This may be established by an exam through the university's modern foreign language department or by coursework at Loyola or elsewhere.

Marketing

Marketing Electives	9
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INTERNSHIPS

M.B.A. students have the option to earn credit by participating in the internship program. Because some experiences are impossible to gain in the traditional classroom setting, students are encouraged to 1) enhance their résumés with career-related experience, 2) reinforce and/or reevaluate classroom study through a comparison of theory and practice, and 3) pursue the study of specialized business topics in their fields of interest in a professional setting.

The internship program is open to M.B.A. students who have completed all the basic core courses. To qualify for internship credit, a position must provide sufficient duties, new learning opportunities, and new responsibilities to warrant M.B.A.-level status. Evaluation of positions is done on a case-by-case basis. Typically they require a minimum of 150 hours at the job site and regular interaction with an academic supervisor. Students must also complete an academic component as defined and approved by the academic supervisor. Format of the academic component varies by industry, position, and academic supervisor.

Internships, though encouraged to be taken during a student's last semester before graduation, may take place in the summer or during the fall and spring semesters. The grade is reported as pass or fail and is based on the following criteria: completion of the academic component, meeting any additional requirements set by the academic supervisor, and a confidential performance evaluation by the internship site supervisor.

INDEPENDENT STUDIES

Students may apply for an independent study in the following cases: 1) the student needs a course not offered in the required time frame for graduation or 2) the student desires to study a topic or topics not covered in courses offered by the college. Students also need to seek permission of the M.B.A. director and a faculty member who must complete a detailed course outline. A minimum grade point average of 3.0 is required for enrolling in an independent study.

STUDY ABROAD

The College of Business offers summer programs in Belgium and semester-long exchange programs in Belgium and Spain. The summer programs are taught in English by Loyola faculty. Site visits to local companies, meetings with public officials and

multinational corporation executives, and field trips are included. For the European exchange programs, students can study in the native language of Spain or Belgium. In Belgium, English-language courses are also offered. The host institution assists with housing, registration, and integration into local society.

Tuition is paid to Loyola; no tuition is paid at the other school. The student will be assisted by the M.B.A. director with selection of courses; prior written permission must be obtained. Exchange courses count toward residency.

Loyola is part of a consortium of Jesuit schools and Peking University which sponsors an M.B.A. program in English in Beijing. Two Loyola students per year are eligible to participate.

TRANSFER WORK

With the exception of courses taken at Jesuit consortium schools, a maximum of six hours of transfer work may be applied to 700- and 800-level courses. Only courses taken at AACSB-accredited schools within seven years prior to matriculation will be considered. After matriculation, students may take up to six hours at another institution to be applied to 600-, 700-, or 800-level course work. Prior written permission must be obtained. Permission will be granted only for schools accredited by the AACSB to students demonstrating compelling need.

A consortium agreement with selected AACSB-accredited Jesuit schools is in effect. Students may transfer up to 50 percent of course requirements at the 700- or 800-level under this agreement. The grade of B or higher is required in any course taken at another school in order to apply to degree requirements.

BUSINESS ADMINISTRATION GRADUATE COURSES

ACCOUNTING

ACCT B601 Financial Accounting

3 cr. hrs.

This course introduces the accounting cycle from recording financial transactions to the preparation and analysis of financial statements. The course emphasizes the uses of the income statement, balance sheet, and statement of cash flows.

ACCT B800 Accounting Theory

3 cr. hrs.

This course provides an overview of the theoretical issues (rather than numerical detail) of current as well as proposed authoritative accounting pronouncements.

ACCT B825 Estate and Gift Taxation

3 cr. hrs.

This course is concerned with planning and managing federal estate and gift problems and opportunities. The perspectives of a variety of parties are considered. The parties are: decedents, fiduciaries, estates, trusts, beneficiaries, donors, and donees. Topics include asset valuations, income, deductions, exemptions, credits, transfers, etc.

- ACCT B830 Personal Financial Planning for the Professional Planner 3 cr. hrs.**
 This course is the study of Personal Financial Planning including goal setting, cash budgeting, planning for insurance needs, retirement planning, tax planning, investment, and estate planning. The course requires an integration of the various types of planning with client goals. The course makes use of forecasts, computer models, and macroeconomic data. The emphasis is on planning for the professional planner who has a diversified clientele.
Prerequisites: a working knowledge of present value concepts is assumed. This should not be the first M.B.A. course taken, and a background in any of the following will be helpful: Accounting, Tax, Insurance, Investments.
- ACCT B835 Global Tools for Management Accounting 3 cr. hrs.**
 This course is designed to assist the student in understanding the emerging changes in management accounting tools, both here and abroad. Because accounting is a service function, discussions will focus on the value of service to managers, ethical business behavior, and clear communications in financial reporting.
- ACCT B840 Corporate Taxation 3 cr. hrs.**
 This course covers concepts and methods of determining corporate federal tax liability. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation, and tax research.
- ACCT B893 Special Topics in Accounting 3 cr. hrs.**
 Current issues and problems will be researched and discussed.
- ACCT B897 Accounting Internship 1 – 3 cr. hrs.**
 See description in *College of Business Administration* section.
- ACCT B899 Independent Study in Accounting 3 cr. hrs.**
 See description in *College of Business Administration* section.

BUSINESS ADMINISTRATION

- BA B705 Business Ethics 3 cr. hrs.**
 The purpose of this course is to explore the meaning of business ethics and discuss the relevance of ethics to management decision making. Ethical theories and concepts such as justice, rights, equality, and responsibility will be examined at the beginning of the course, then specific ethical problems facing the business organization and its relationship to employees, consumers, and society will be discussed.
- BA B710 Individual and Corporate Entrepreneurship 3 cr. hrs.**
 The purpose of this course is to relate and integrate the student's academic and professional experience through the analysis of an independent/corporate new venture start-up. The course will take a systems approach to problems which are confronted in developing a new business over time. Students will develop skills needed to lead entrepreneurial projects by combining analytical skills with intuition and creative problem solving techniques.
Prerequisite: FIN B601.
- BA B715 Management Control and Decision Making 3 cr. hrs.**
 This course discusses control and decision making from the information provided by management control and information systems. Course topics include discussion of a comprehensive management information system (MIS) and its supporting systems, integration of the MIS with organizational strategy, and utilization of such systems to generate information to serve managerial needs.
Prerequisite: MGT B601, MGT B611, FIN B601.

BA B735 Introduction to Quality Management 3 cr. hrs.

This course is intended to assist the graduate student in developing an understanding of an ability to apply some of the tools and techniques of total quality management (TQM) as practiced today by world-class organizations which must compete for customers by offering ever-higher levels of quality in the products and services provided. The course offers an introduction of the major philosophies of quality management/continuous improvement, including those of Deming, Juran, and Crosby. Japanese approaches to quality management are also covered.

Prerequisites: MGT B601, B611, MKT B601.

BA B795 Community Service 0 cr. hrs.

This involves 30 hours of volunteer work (without compensation) that must be completed in a not-for-profit setting located in the greater metropolitan New Orleans community. The organization is chosen by the graduate coordinator.

BA B810 Management of Environmental Issues 3 cr. hrs.

This course will deal with environmental issues from a management perspective by focusing on how environmental issues impact the corporation and on policy responses of corporations to these issues. Global issues such as ozone depletion, acid rain, and the greenhouse effect will be covered, as well as the more traditional issues of air and water pollution, pesticide usage, and hazardous waste disposal and cleanup. The importance of these issues to the corporation and society will be stressed.

BA B835 Advanced Tools for Quality Management 3 cr. hrs.

This course teaches advanced tools used in quality management, not covered in other courses, to M.B.A. students. After completing this course, the student will be prepared to apply these advanced tools in any organization that has already begun implementing the principles of quality management. A variety of the newer tools and techniques will be covered, including benchmarking, Hoshin planning, theory of constraints, and design of experiments.

Prerequisite: BA B735 or approval of instructor.

BA B840 Process and Systems Management 3 cr. hrs.

This course discusses business process improvement concepts and introduces tools to study and improve existing process, design new processes, or make radical process changes through reengineering or reinvention. The focus is on continuous improvement of the process through a variety of advanced quality management and planning tools. Through a combination of readings, class discussions, and exercises, students will learn to use these tools to bring about a process for organizational changes.

Prerequisite: BA B735 or approval of instructor.

BA B845 Quality Standards and Assessment 3 cr. hrs.

This course thoroughly covers the major quality standards; Malcolm Baldrige Award, ISO 9000, and ISO 14000. Other standards are discussed as well. Managerial assessment procedures are learned, with special consideration given to confidentiality and ethics.

Prerequisite: BA B735 or approval of instructor.

BA B850 Global Strategy 3 cr. hrs.

This course integrates the student's academic and professional experiences with the purpose of enhancing her/his capacity to formulate and implement successful global strategies. Its basic methods are discussion of cases and a project. The cases focus on the skills, knowledge, and expertise appropriate to a leader's role, functions, and expected contributions to the corporation and society at large. As a result, students will enhance their capacity to (1) creatively identify alternative courses of action, (2) objectively and thoroughly assess these options' pros and cons, and (3) convincingly argue and support their conclusions and recommendations. The project has two components. In the first, team members identify key factors shaping the future structure and competitive behavior of a global industry; and in the second, each student does a strategic audit of a company within this industry, with the purpose of presenting and defending strategic recommendations to the company's board of directors.

Prerequisites: BA B710, MGT B725, MKT B735, FIN B700.

BA B893 Special Topics in Business Administration 3 cr. hrs.

Current issues and problems will be researched and discussed in a seminar.

BA B897 Internship in Business Administration 1 – 3 cr. hrs.

See description in *College of Business Administration* section.

BA B899 Independent Study in Business Administration

See description in *College of Business Administration* section.

DECISION SCIENCE

DECS B601 Statistics 2 cr. hrs.

This course introduces the statistical methods which have found wide application in business. Topics covered include descriptive statistics, probability concepts and distributions, estimation, hypothesis tests, contingency tables, analysis of variance, simple and multiple regression analysis, and decision theory. Business applications and extensive use of microcomputer statistical software, including spread sheets, are an integral part of the course.

DECS B899 Independent Study in Decision Science 3 cr. hrs.

See description in *College of Business Administration* section.

ECONOMICS

ECON B601 Microeconomics 2 cr. hrs.

The purpose of this course is to develop an understanding of the microeconomic analysis of the coordination of human actions through markets, organizations, and governments. Topics include opportunity costs, demand, supply, prices, transaction costs, taxes, and trade policy.

ECON B602 Macroeconomics 2 cr. hrs.

The purpose of this course is to develop an understanding of the macroeconomic consequences of the systematic discoordination of humans' actions, and the nature and causes of business cycles. Topics include Classical, Keynesian, Monetarist, Real Business Cycle, and Austrian theories and international business cycles.

Prerequisite: ECON B601.

ECON B810 International Economics**3 cr. hrs.**

This course considers exchange rate systems; adjustments in international disequilibrium situations; relationships among rates exchange, inflation, interest, and unemployment; and domestic and international economic policies. It also considers various theories of competitive advantages in international trade, the nature and effects of commercial policies, and international economic integration.

Prerequisite: ECON B602.

ECON B815 Pricing Strategies**3 cr. hrs.**

Pricing is one of the most important decision areas in business. Pricing is also a very complex and difficult decision. This course will focus on the role of pricing in business and marketing strategy and on how to price effectively. Consideration will be given to analyzing and influencing the environment within which pricing decisions are made and to the roles of organizational objectives, demand, costs, competition, and legal and ethical constraints in determining price.

Prerequisites: ECON B601 and MKT B601.

ECON B893 Special Topics in Economics**3 cr. hrs.**

Current issues and problems will be researched and discussed.

ECON B897 Internship in Economics**1 – 3 cr. hrs.**

See description in *College of Business Administration* section.

ECON B899 Independent Study**3 cr. hrs.**

See description in *College of Business Administration* section.

FINANCE**FIN B601 Financial Management****2 cr. hrs.**

This course introduces the principles of financial analysis and management of a business. Students learn how to think in terms of the present values of alternatives so that they can choose the proper course of action to follow. The effects of time and uncertainty on business decisions, especially in the selection of assets and the raising of funds for asset purchases, are studied. Students learn how the unencumbered system of financial markets and firms allocates scarce resources to benefit consumers. Analysis of alternative courses of action in terms of a system of cash flows is covered.

Prerequisite: ACCT B601.

FIN B700 Advanced Financial Management**3 cr. hrs.**

This course advances the graduate student's knowledge and comprehension of financial management by providing a deeper understanding of the theory, practice, and application of the principles of business finance. The course emphasizes the application of financial theory by giving the student a framework analyzing and recommending alternative solutions to business financial problems. Case analysis will be used.

Prerequisite: FIN B601.

FIN B800 Management of Financial Institutions**3 cr. hrs.**

This course analyzes management policies of financial institutions, including asset, liability, and capital management. Various risks faced by financial institutions will be studied along with detailed analysis of the tools used to measure and manage these risks in the financial services industry.

FIN B805 Investments**3 cr. hrs.**

All investments have the dimensions of risk and expected return. Students study the flow of funds in the economy which leads to the term structure of interest rates underlying investment; they learn how to analyze and forecast interest rates and their effects on the values of securities; they compute anticipated and realized rates of return; and they learn portfolio theory, which explains how the risk borne by the investor affects the rate of return he/she requires on a stock. Fundamental analysis of publicly-traded securities is a major portion of the course, and students forecast the earnings and dividends of firms and study how these fundamental factors affect the stock price. The functioning of financial markets, and their efficiency, is also explored.

FIN B810 International Finance**3 cr. hrs.**

This course examines common financial problems faced by business firms engaged in international trade or investment. A significant portion of the course is devoted to a study of the environment within which international financial decisions are made, with particular emphasis on the market for foreign exchange. Topics include the international economic environment, foreign exchange markets, factors influencing exchange rates, measurement and management of foreign exchange risks, financing international trade, foreign financing alternatives, direct foreign investment, and political risk analysis.

FIN B820 Financial Statement Analysis**3 cr. hrs.**

Lenders or investors who can determine the truth regarding the recent financial management of the firm and make more accurate predictions regarding its financial future are more successful. This course teaches techniques of analysis to uncover the events which have been hidden by the financial statements. The course focuses on the financial decisions the firm has made and its financial condition, as revealed by the financial statements, and on forecasting pro-forma financial statements which reflect alternative possible courses of action. Students learn to discover funds flows, construct and interpret financial ratios, understand operating and financial leverage, analyze growth and its effects, predict bankruptcy, and prepare pro-forma statements.

FIN B893 Special Topics in Finance**3 cr. hrs.**

Current issues and problems will be researched and discussed.

FIN B897 Internship in Finance**1 – 3 cr. hrs.**

See description in *College of Business Administration* section.

FIN B899 Independent Study in Finance**3 cr. hrs.**

See description in *College of Business Administration* section.

LEGAL STUDIES**LGST B893 Special Topics in Legal Studies****3 cr. hrs.**

Selected topics are examined.

LGST B899 Independent Study in Legal Studies**3 cr. hrs.**

See description in *College of Business Administration* section.

MANAGEMENT**MGT B601 Management and Organizational Behavior****3 cr. hrs.**

This course assists students in becoming effective organizational members and managers. We explore ways of how to understand individual, impersonal, and group behavior within organizations, as well as the interplay of human, technological, and structural factors.

MGT B605 Managerial Communication**3 cr. hrs.**

The purpose of this course is to improve the abilities of managers to communicate effectively throughout their organization. The course will improve the participants' communication skills by requiring them to make effective presentations (individually, in groups, and using the latest software packages), analyze case studies, conduct a communication audit on an existing New Orleans company, and explore contemporary business trends and issues.

MGT B610 Human Resource Management**3 cr. hrs.**

Human Resource Management analyzes the management of human resources in organizations. Topics include legal aspects of employment policies, selection, placement, training, compensation, employee appraisal and development, safety and health, benefits and services.

MGT B611 Operations Management**2 cr. hrs.**

This course studies the planning, implementing, and monitoring of an operations system for continuous improvement. The course goal is to provide a better understanding of how managers can develop and manage high performance operations. The important issues involved in designing and managing the integrative system that transforms resources into goods and services satisfying customers' needs are addressed. The participants' ability to utilize the organization's technical and human resources effectively and efficiently are developed.

Prerequisite: DECS B601.

MGT B725 Leadership Dynamics**3 cr. hrs.**

This course is a study of the interactions that exist between people, especially in the context of organizations. In particular, it examines two important processes in organizations: leadership and team-building. Topics include the roles of context and followers in the emergence of leaders, exercise of power, ethical issues faced by leaders, influence, diversity, team influences on beliefs and perceptions, the development of teams and team norms, conformity and deviance in teams, team decision making, and designing teams for effective performance and decision making. Other related issues associated with human behavior in organizations, including coaching, conflict resolution, negotiation, and empowerment, will also be studied.

Prerequisites: MGT B601, MGT B605.

MGT B730 Innovation and Technology Management**3 cr. hrs.**

This course is concerned with linking the technological and business worlds through the product development and commercialization process. It is the low cost, high quality, or fast delivery of new products that provides competitive advantage in today's marketplace. To achieve such competitive advantage, an integrative paradigm is needed. It requires incorporating the research and development of science and technology, the management of technology and innovation commercialization, with the management of people affected by technology. This course is designed as an intensive computer usage course.

Prerequisites: MGT B611, FIN B601.

MGT B815 Cross-cultural Management**3 cr. hrs.**

This course prepares managers to solve strategic business and work-group problems that arise from cross-cultural differences. Such problems can be seen in discord over task assignments, low levels of productivity in internationally mixed teams, difficulties in transferring management or production practices to overseas units, and unrealistic expectations at the personal, work-group, and business-unit levels. We divide the course into thirds that examine (1) the meaning of culture, (2) the culture's impact on management practices, and (3) how to manage cultural differences. There is some reading that is more theoretical but many cases emphasize the practical side of dealing with international cultural differences.

MGT B820 Future of the Americas**3 cr. hrs.**

This managerial-oriented graduate seminar examines the strategic responses of both Latin American- and United States-based companies to the opportunities and challenges emerging from the profound social, political, and economic changes in Latin America, and to the impact on the region's relations with North America. Students gain a better understanding of (1) the leading organizations, institutions, coordinating mechanisms, and processes affecting businesses in the Americas; (2) the key differences in managerial practices and strategies of firms operating in Louisiana and in the United States of America; and (3) the limits, validity, and applicability to Louisiana of managerial models developed in the United States of America. Students discuss readings and cases, interact with a number of local and foreign guest speakers from the academic and business worlds, and complete individual projects.

MGT B893 Special Topics in Management**3 cr. hrs.**

Current issues and problems will be researched and discussed.

MGT B897 Internship in Management**1 – 3 cr. hrs.**

See description in *College of Business Administration* section.

MGT B899 Independent Study in Management**3 cr. hrs.**

See description in *College of Business Administration* section.

MARKETING

MKT B601 Marketing Management**2 cr. hrs.**

This course acquaints the student with the nature and scope of modern marketing management and strategy. It outlines the areas in which decisions are made in developing marketing plans and implementing marketing activities at all levels of production and distribution.

MKT B715 Cases in Marketing Strategy**3 cr. hrs.**

This course acquaints the student with the nature and scope of marketing strategy. It outlines how marketing strategies are formed based on detailed market analysis. Students will learn how to approach marketing problems from different perspectives.

MKT B735 New Product Design and Marketing**3 cr. hrs.**

This course covers the process of designing a new product or service and the processes of marketing that product or service. Important concepts covered are decreasing cycle time; determining opportunities; determining customer needs; translating needs into requirements; estimating sales potential; and setting price, distribution, and promotion strategies. Applied projects will be an important element of this course.

Prerequisites: FIN B601, MGT B611, MKT B601.

MKT B800 Global Marketing**3 cr. hrs.**

Students completing this course will understand why organizations seek to globally market their products' resources and how global marketing programs are shaped by historical, geographical, infrastructural, cultural, political/legal, economic, and competitive factors. Also, they will be prepared to make decisions with respect to the standardization or adaptation of the strategic elements of the marketing mix, the use of various foreign market entry strategies, and the most appropriate approaches to pursue strategic alliances, among others. These topics are identified and discussed via in-depth case analysis.

MKT B893 Special Topics in Marketing**3 cr. hrs.**

Current issues and problems will be researched and discussed.

MKT B897	Internship in Marketing	1 – 3 cr. hrs.
See description in <i>College of Business Administration</i> section.		
MKT B899	Independent Study in Marketing	3 cr. hrs.
See description in <i>College of Business Administration</i> section.		

CRIMINAL JUSTICE

CHAIR: William E. Thornton, Jr., Ph.D.

OFFICE: 124 Stallings

COORDINATOR OF GRADUATE STUDIES: Dee W. Harper, Ph.D.

PROFESSORS: Dee W. Harper, William E. Thornton, Lydia Voigt

ASSOCIATE PROFESSORS: Laurie M. Joyner, Roger White

ASSISTANT PROFESSOR: Wendy L. Hicks

ASSISTANT TO THE CHAIR: David M. Aplin

The mission of the criminal justice program at Loyola University New Orleans is to prepare individuals, through a state-of-the-art curriculum, to assume positions in the public or private justice system and/or to pursue advanced educational/professional specialties. In all of its endeavors, the criminal justice program seeks to develop in students the ability to critically analyze complex issues and master bodies of knowledge, yet seek truth, wisdom, and social responsibility in the Ignatian tradition.

Criminal justice and private security are among the fastest growing fields in the new millennium. An advanced degree is fast becoming a necessity for most careers in criminal justice, both in the public and private sectors. The M.C.J. is offered in response to the growing need for professionally trained public and private criminal justice administrators, planners, and researchers as well as professionals in the field of private security.

Students will receive theoretical and methodological training in criminal justice and private security along with applied studies in areas such as organizational management, budgeting and resource allocation, strategic planning, program evaluation, public relations, human resource management, and computer information systems. The graduate curriculum takes the student well beyond the content and instruction of their undergraduate education and fosters independent learning and application of knowledge enabling the individual to contribute to the profession. The emphasis on values and ethics and a solid liberal arts grounding, along with a strong criminal justice curriculum including theoretical as well as applied courses, has distinguished the Loyola program.

OUTSTANDING FEATURES OF LOYOLA'S MASTER OF CRIMINAL JUSTICE PROGRAM

- Accelerated course format
- 30 semester hours
- 15 month completion
- Multi-disciplinary format
- Solid foundation in theoretical and applied knowledge
- Crime data and analysis skills
- Administrative and management skills
- Designed for professionals in criminal justice or private security and for those seeking to enter the criminal justice or private security fields
- Prestigious faculty with real-world experience
- Reduced graduate tuition (in relation to tuitions at other comparable universities/colleges)
- Assistantships
- Career counseling

ADMISSION REQUIREMENTS

Prospective students must submit ALL required documentation before they can be considered for admission into the M.C.J. program. Students are admitted into the M.C.J. program based on a thorough review of all materials provided to the Department of Criminal Justice. Admission to the program requires:

- A bachelor's degree and a record of academic achievement from an accredited college or university;
- An official transcript from each institution attended sent directly to the appropriate admissions office. For transcripts other than English, please provide a certified English translation with an explanation of the grading system;
- Satisfactory scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT);
- Three letters of recommendation from persons knowledgeable about the applicant's aptitude for graduate work, such as former professors or master's prepared supervisors;
- A résumé of professional work experience, if applicable;
- A statement of educational goals that addresses the following points:
 1. How do you think the M.C.J. degree will enhance your professional development?
and;
 2. What expectations do you hope to realize by earning the degree?
- A formal interview with one or more graduate faculty members at Loyola.

A \$20 application fee must accompany the completed application.

INTERNATIONAL APPLICANTS

In addition to meeting the above requirements, all international applicants:

- must submit results of the TOEFL, scoring 550 or higher (213 on CBT), unless their previous degree is from a college or university in which the language of instruction is English;
- requiring F-1 or J-1 visas must submit an affidavit of support.

TYPES OF ADMISSION

The Department of Criminal Justice Admission Committee reviews all applications and makes admissions decisions. Applicants are notified of the decision by letter. Two types of admission can be recommended:

Unconditional Admission: Applicants are admitted unconditionally when they have submitted all required materials and met admission standards. Since admission into the M.C.J. program is limited, the committee reserves the right to determine which applicants are the best matches for Loyola's graduate program.

Conditional/Probationary Admission: The decision to grant conditional/probationary admission is based on perceived academic promise and is granted to an applicant to provide an opportunity for the applicant to demonstrate his/her academic ability. The student with probationary admission remains on probation until he/she has completed a minimum of six graduate hours and has achieved a cumulative GPA of 3.0 or higher. If,

* Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant.

** All application documentation listed on this page must be received by the Department of Criminal Justice before a formal interview can be scheduled and a candidate's possible acceptance into the program can be considered.

after the completion of six graduate hours, the student's cumulative GPA is less than 3.0, the student will not be eligible to return to the M.C.J. program.

EVALUATION OF TRANSFER CREDITS

Students who have earned graduate academic credit at another accredited university or college may be allowed to transfer a maximum of six credit hours. In all cases, course work will be evaluated for equivalence to M.C.J. program requirements; therefore, students must provide course syllabi and other supporting materials to assist faculty in the evaluation process.

ACADEMIC PROBATION AND STUDENT PROGRESSION

In order to remain in good standing and progress through the M.C.J. program, a student must earn at least a C in any graduate course and must maintain a cumulative grade point average of 3.0 or higher. A student who earns below a C in an M.C.J. graduate course will be placed on academic probation and must repeat that course until a minimum grade of C has been achieved. A student whose cumulative grade point average falls below 3.0 will be placed on academic probation. A student on academic probation has one semester (fall, spring, or summer semester) to remove the academic deficiency. If the deficiency is not removed in the allotted time, the student may not be eligible to continue in the M.C.J. program. The final decision to allow a probationary student to remain in the program will be made by the department chairperson.

PROGRESSION THROUGH THE CURRICULUM

The M.C.J. program is a cohort model meaning the student moves through the curriculum taking a prescribed set of courses each semester. If, for some reason, the student cannot adhere to the set schedule, graduation in the 15-month period may not be possible. The department will make every effort to accommodate the student by modifying his/her progression plan.

LENGTH OF TIME TO COMPLETE M.C.J. PROGRAM

Students are required to complete the M.C.J. program within 5 years of enrolling in course work.

COMPREHENSIVE EXAMINATION

By submitting the application to graduate, students are also declaring their candidacy in the Master of Criminal Justice (M.C.J.) program. As part of the requirements for graduation, they are required to pass the comprehensive examination for the program.

DEGREE CANDIDACY

M.C.J. students must apply for candidacy after completion of 12 credit hours with an overall 3.0 average in the program.

CRIMINAL JUSTICE GRADUATE COURSES

The Master of Criminal Justice (M.C.J.) is a 30 credit hour program. This program is designed to be flexible both with regard to course delivery as well as completion time.

CRJU C700 Theories of Criminal Behavior

3 cr. hrs.

An intensive overview of the major etiological theories of crime as they relate to contemporary crime control and correctional models with special emphasis on criminal justice applications. Linkages between current paradigms of criminal behavior and current developments in criminal justice policy will be explored.

CRJU C705 Seminar in Criminal Justice 3 cr. hrs.

Any of several different courses can be offered including security administration, premises liability and crime prevention, corrections, international terrorism, and deviant behavior.

CRJU C710 Research and Statistical Methods 3 cr. hrs.

The course examines research methods commonly used in the social and behavioral sciences, including survey, field, and experimental research designs. Advanced inferential statistical procedures for data analysis are covered using SPSS. Computer application and data bases are employed.

CRJU C718 Seminar in Criminal Justice Administration I 3 cr. hrs.

Planning and financial management in criminal justice organizations. Topics include funding sources of local, state, and federal governments, request and use of grants (public and private), planning and preparation of budgets, public relations, and the political context of criminal justice planning and budgeting.

CRJU C720 Seminar in Criminal Justice Administration II 3 cr. hrs.

Current topics in the management and administration of criminal justice systems. A case approach examining topics such as community policing, community policing as a part of community government, zero tolerance, race, and ethnic conflict in the criminal justice system.

CRJU C800 Selected Problems in Criminal Justice 3 cr. hrs.

This course examines current topics and issues related to the field of criminal justice.

CRJU C805 Program Planning, Implementation, and Evaluation 3 cr. hrs.

The application of social science research methods to effective policy making and evaluation. Topics include conceptual, methodological, bureaucratic, political, and organizational factors in the evaluation process as well as specific program evaluation research techniques.

CRJU C850 Seminar in Criminology 3 cr. hrs.

This seminar examines advanced subjects in the discipline of criminology including crime measurement and analysis, crime and victim typologies, white collar and organized crime, etc.

CRJU C893 Directed Readings in Criminal Justice 3 cr. hrs.

This seminar allows students to study specialized works in the field by reading and analyzing both classical and contemporary works.

CRJU C900 Master's Research and Practicum 3 cr. hrs.

This capstone course consists of directed research in criminal justice under the guidance of a graduate faculty member. The student must complete a practicum report demonstrating mastery of professional skills in one of the following:

1. Write a 5,000- to 10,000-word research paper written in a research journal format. This is an original research piece that may be based on quantitative data or it may be a comprehensive review of the literature;
2. Write an acceptable grant proposal following, for example, National Institute of Justice guidelines;
3. Write an evaluation of a criminal justice policy or program; or,
4. Develop a security assessment and plan for a corporation or a facility, such as an airport or sports facility. This option is primarily for those individuals coming from the private justice sector.

LOYOLA
UNIVERSITY
NEW ORLEANS



Loyola
EXCELLENCE

ADDITION



EDUCATION AND COUNSELING

CHAIR: Kevin Fall, Ph.D.

OFFICE: Mercy 210

DIRECTOR OF GRADUATE COUNSELING: Justin E. Levitov, Ph.D.

DIRECTOR OF GRADUATE EDUCATION: Janet G. Melancon, Ed.D.

PROFESSORS: Jane C. Chauvin, Justin E. Levitov, Janet G. Melancon

ASSOCIATE PROFESSORS: Kevin Fall, Margaret M. Dermody, Mary Ann Doyle

ASSISTANT PROFESSORS: Alvaro B. Alcazar, Christy Lyons, Rhonda L. Nowak

EXTRAORDINARY FACULTY:

INSTRUCTOR/CERTIFICATION ADVISER: Yvonne C. Lehr

The Department of Education and Counseling offers advanced courses leading to the master of science degree in elementary education, secondary education, reading, and counseling. Courses are available for state certification in all these areas as well as counselor licensure.

ACCREDITATION STATUS

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Department of Education and Counseling's Community Counseling (M.S. degree) program.

Please contact the department or the web for current status regarding accreditation for elementary, secondary, counseling, and music education.

ADMISSION TO THE GRADUATE PROGRAMS

Admission to the degree program requires a bachelor's degree from a regionally accredited college or university. Acceptance is based on a combination of criteria: 1) GPA accumulated during the last 60 hours of undergraduate work; 2) standardized test results (the Miller Analogy Test or Graduate Record Examination); 3) written recommendations; 4) admission interview; and 5) writing sample.

DEGREE CANDIDACY

Upon completion of not fewer than 12 nor more than 15 graduate credit hours, which must include the graduate core, the graduate student must apply for degree candidacy. A student must receive a B or better in the three core courses. If a student does not attain an overall GPA of 3.0, he or she will not be admitted to candidacy. Students not admitted to candidacy will be informed of their deficiencies, which must be removed within one semester if eligible. The student must reapply for degree candidacy by the end of the probationary semester.

DEGREE REQUIREMENTS

All candidates are required to complete at least 33 credit hours of graduate work to receive the degree. Programs vary in length from 33 to 48 hours. A course in which the student has earned a grade of D or F cannot be counted toward the completion of graduation requirements, but is used in determining the grade point average.

A degree candidate whose cumulative grade point average falls below 3.0 will automatically be placed on probation, and his or her status will be reviewed by the Graduate Committee of the Department of Education.

A comprehensive written examination covering the student's major area and

graduate core courses must be passed upon completion of course work. The examinations are scheduled in November, April, and July. Within the first four weeks of the semester in which the degree candidate is to graduate, he or she must file an application to take the comprehensive examination. (This is usually the last semester in which he or she is enrolled in courses.) If performance on the comprehensive examination is not satisfactory, the candidate will be required to reschedule an examination no sooner than the time regularly scheduled for the next comprehensive examination. The Graduate Committee of the Department of Education may elect to require an oral examination in addition to or in lieu of a second written examination.

TRANSFER OF ACADEMIC CREDIT

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six credit hours, with the approval of the departmental chair and/or dean of the college. Each degree program has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment will ordinarily not be considered.

Transfer students will be informed of the amount of credit which will transfer prior to their enrollment, if possible, but at the latest, prior to the end of the first academic term in which they are enrolled.

COURSE PROGRAM

The student's course of study is planned in collaboration with the major area adviser. A minimum of 18 hours must be completed in one specific area. The areas of concentration include elementary education, secondary education, reading, and counseling.

All students must take the following graduate core courses in the beginning of their programs:

EDGR A702 Methods of Educational Research

EDGR A703 Statistics in Education

and

EDGR A705 Philosophy and Education

or

EDGR A706 Philosophy and Counseling (for counseling majors)

Students are not normally allowed to transfer core courses or required courses into their programs of study. Students wishing to obtain graduate transfer credit for any other classes taken at another university must petition the Graduate Committee of the Education Department. A maximum of six hours of transfer credit will be allowed toward the degree.

All courses, including those taken in the Department of Education of Loyola University, must have been completed within **seven years**. Students wanting to take independent study courses must petition the department faculty at least one month before registration. Please consult program adviser for details.

EDUCATION

EDUCATION PROGRAM PHILOSOPHY AND MISSION STATEMENT

The Department of Education and Counseling's Conceptual Framework emerges from its heritage as a Jesuit Institution of Higher Learning. The goal of education of the whole person is consistent with the mission of the university. Therefore, formation of character and the development of social consciousness represent essential aspects of teacher preparation in the Jesuit tradition (Kolvenbach, 2000). Our underlying purpose is the

formation of teachers and educational leaders who possess a love of truth and the critical intelligence to pursue it, the eloquence to articulate it, and the competence to practice the arts of pedagogy. The intent is not mere technical competence, but wisdom and social responsibility in relation to the construction of knowledge and a more just society.

VALUES AND SOCIAL JUSTICE

The values which the Department of Education and Counseling espouse are consistent with the university mission which states, "the person is central in a Catholic university." Loyola, as a Jesuit University, is committed to the search for basic values and principles. These values are honored throughout the education program, beginning with the core courses of philosophy, research, and statistics, which aid students in forming their own world view. Students are provided opportunities to discern what is good and true in the movements of history, to meet change with equanimity, good judgement, and constructive leadership. In the Jesuit tradition a values-based education provides the opportunity for the education candidate to develop a "critical sense" and a place to stand in our society. With a better understanding of their own values, education candidates are then capable of making informed decisions about educational structures and systems which are appropriate as well as those which tend to perpetuate societal inequities.

DEVELOPMENT OF THE WHOLE PERSON

The teacher preparation program provides a context for intelligent commitment to community, to solidarity, and to the common good. Education students realize their responsibility to serve others through the challenging environment in which they function daily which emphasizes the education of the whole student. Students are encouraged to become involved in school communities in ways that help build needed understanding of how the cognitive aspects of their education can be effectively used within the everyday culture of their lives. Within these partnerships between pedagogical studies and practice, the students strengthen their belief systems and commitment to the community. Included in the definition of community are those historically disadvantaged persons and groups who have been denied or provided limited access to the distribution and participatory use of intellectual resources.

PROGRAM OBJECTIVES

In accordance with the program's mission to promote the development of the whole person as a socially conscious educator committed:

1. To educate students to be competent in the practice of the pedagogical arts.
2. To insure that all education students are critically aware and appropriately prepared to address issues of the common good relative to school communities.
3. To insure that all students evidence the capacity for "best practice" in diverse school settings.
4. To provide experiences that deepen student awareness of critical issues relative to diversity and social justice.
5. To promote a love of truth and the critical intelligence to pursue it.
6. To encourage students to demonstrate solidarity with and commitment to the common good through their development of leadership skills.
7. To pursue the amelioration of social inequities and the reaffirmation of the belief that the person is central to democratic societies.

COUNSELING

COUNSELING PROGRAM PHILOSOPHY AND MISSION STATEMENT

Loyola's Counseling Program offers eligible counseling graduate students a carefully designed curriculum that will prepare them personally, academically, and professionally to become skilled mental health counselors. One of the program's core beliefs is that effective professional counselor preparation requires a continuous blend of three types of learning: academic learning, experiential learning, and learning about self. Thus this program, consistent with the Jesuit philosophy of educating the whole person, is designed to help students gain knowledge, understanding, and skills in a planned sequence that builds toward more advanced concepts and more sophisticated clinical interventions, all the while emphasizing ethical, social, and cultural concerns.

ACADEMIC LEARNING

Completion of prerequisite coursework ensures that beginning students have fundamental knowledge of the range of normal and abnormal human growth and development and possess basic computer utilization skills. The professional education core extends knowledge to include an understanding of the range of exceptionalities among young people and/or adults and a sensitive understanding of the nature of our pluralistic society. Within the professional education core, students also learn to conduct and evaluate research and become informed consumers of the research in their professional field. In the counseling core, student are introduced to the counseling profession in EDGR 830—Counseling Theories, EDGR 835—Counseling Practice, and EDGR 864—Ethics in Counseling. Subsequent core coursework will provide students with specialized knowledge, skills, and understanding about career development and counseling, diagnosis, appraisal and assessment techniques, group process in counseling, counseling theory, and legal, ethical, and professional issues in counseling.

EXPERIENTIAL LEARNING

Laboratory or experiential learning is provided early in the student's program, and opportunities to advance and refine counseling skills continue throughout the program. EDGR 830—Counseling Theories, the introductory counseling core course, systematically teaches theory and basic clinical applications. EDGR 835—Counseling Practice builds upon this foundation and presents an opportunity for basic counseling skills and provides students an opportunity to assess their comfort with the role of counselor. EDGR 840—Group Counseling, also taught by laboratory method, enables students to learn group leadership and facilitation skills. Other courses in the counseling core and elective courses contain experiential components to ensure the continuous blend of the three types of learning. The laboratory learning sequence culminates in the Practicum and Internship. The entire sequence provides opportunities for students to observe counseling activities, develop counseling skills, and interact with clients. Students can expect constant feedback and supervision as they develop a unique and effective personal counseling style.

LEARNING ABOUT SELF

The faculty believes that counselors are more effective when they are able to examine their own values, personal characteristics, motivations, and relationships with others. Students are therefore expected to extend their personal philosophies and become sensitive to their outlooks and ways of dealing with others. Opportunities are provided throughout the program for students to maximize their self-awareness and self-understanding. The faculty believe that self-understanding contributes to personal and professional maturity as well as to the capacity for good judgment.

Finally, the faculty believe that personal and professional development are enhanced when close, cooperative relationships exist among students, between student and professor, and among professors. A close working relationship must exist between student and adviser to facilitate the selection of a sequence of studies that provides optimal preparation to meet the student's specific career goals. Class size and program size are limited to the number of students that can be adequately served to meet the goals of maintaining close relationships, providing quality clinical or lab training, and enhancing self-understanding.

PROGRAM OBJECTIVES

In accordance with the program's mission to incorporate academic, experiential, and intrapersonal learning, Loyola University New Orleans offers a carefully chosen curriculum that blends these three components of learning. The overarching goal of the counseling program is to educate and train student to be ethical, competent, effective, and thoughtful mental helath practitioners. The program's objectives include the following:

- 1. To educate students to be clinically and theoretically competent in the practice of counseling.
- 2. To insure that all counseling students are exposed to and that they understand the ethical principles that govern counseling.
- 3. To insure that all students practice in an effective and ethical way.
- 4. To provide a diverse and enriched collection of training experiences during the course of the student's academic preparation.
- 5. To integrate course offerings so that students realize how each area of specialization is integrated into practice.
- 6. To encourage students to pursue additional training and advanced certification throughout their professional careers.
- 7. To pursue creative training methods that enhance student learning while honoring ethical concerns.

The Department of Education offers a 48-hour master of science degree in counseling. Students pursuing this master may select degree plans leading to Louisiana Elementary or Secondary School Counselor Certification and/or licensure as a licensed professional counselor (L.P.C.) in Louisiana. Graduates of the program who qualify for school counselor certification (a teaching certificate is required for this certification) work in public, private, and parochial schools. Graduates obtain the L.P.C. only after successfully completing 3,000 hours of supervised post-master's clinical experience and passing the state licensing examination. These counseling professionals work in a variety of settings, including community mental health centers, hospitals, substance abuse centers, and private practice.

Applicants and students can obtain more detailed information from the *Student Handbook* available in the education department office, Mercy Hall Room 210. The counseling curriculum which follows contains required and elective courses offered in the counseling program. Certain courses are required for school counselor certification and/or required for licensure as an L.P.C. in Louisiana. Students should consult with their adviser regarding course selection and requirements.

REQUIRED CORE COURSES (9 HRS.)

	Course	Cr. Hrs.
EDGR	A702 Methods of Educational Research.....	3
EDGR	A703 Statistics in Education	3
EDGR	A706 Philosophy and Counseling.....	3

REQUIRED COUNSELING COURSES (33 HRS.)

	Course	Cr. Hrs.
EDGR	A725 Developmental Psychology	3
EDGR	A776 Measurement and Assessment	3
EDGR	A830 Counseling Theories.....	3
EDGR	A835 Counseling Practice.....	3
EDGR	A840 Group Counseling	3
EDGR	A841 Vocational Counseling	3
EDGR	A846 Ethics and Counseling.....	3
EDGR	A855 Diagnosis and Treatment.....	3
EDGR	A865 Practicum.....	3
EDGR	A866 Internship I	3
EDGR	A866 Internship II	3

OTHER COURSES (6 HRS.)

	Course	Cr. Hrs.
EDGR	A711 Education and World of Work	3
	(required for school counselor certification, elem. or sec.)	
EDGR	A722 Advanced Child Psychology	3
	(required for school counselor certification, elem.)	
EDGR	A723 Advanced Adolescent Psychology	3
EDGR	A842 Multicultural Counseling.....	3
EDGR	A845 Substance Abuse (recommended for L.P.C.)	3
EDGR	A850 Introduction to Family Counseling	3
	(recommended for L.P.C.)	
EDGR	A894 Multicultural Counseling.....	3
EDGR	A894 Experimental Courses	3
	(with adviser's approval)	

ELEMENTARY EDUCATION

The Department of Education offers course work in elementary education leading to the master of science degree. The degree program is particularly apt for elementary school teachers seeking to expand and deepen their professional expertise. Persons who have completed an undergraduate degree and are interested in becoming certified elementary teachers are asked to contact the program adviser or the certification adviser for information concerning additional course requirements.

REQUIRED COURSES

	Course	Cr. Hrs.
EDGR A722	Advanced Child Psychology	3
EDGR A726	Advanced Educational Psychology	3
EDGR A823	Graduate Mathematical Methods	3
EDGR A773	Evaluation of Learning	3
EDGR A790	Management of the Special Child	3
EDGR A810	Psychology of Teaching Reading	3
EDGR A815	Theory of Reading Difficulties	3
EDGR A871	Directed Observation.....	1
EDGR A870	Practicum.....	3

or

EDGR A886	Internship.....	3
(For teachers already certified at the elementary level, these six units are electives and can be satisfied by a variety of courses. Please consult your departmental adviser.)		

For electives, please consult your adviser.

SECONDARY EDUCATION

The Department of Education offers course work leading to the master of science degree in secondary education. This program is particularly apt for junior high and high school teachers seeking to upgrade and deepen their professional expertise. Additionally, the course sequence contains all professional education course work required for secondary state certification. Please consult with the program/certification adviser regarding general education and teaching major requirements.

REQUIRED COURSES

	Course	Cr. Hrs.
EDGR A723	Advanced Adolescent Psychology	3
EDGR A726	Advanced Educational Psychology	3
EDGR A770	Instructional Design	3
EDGR A772	Secondary Curriculum.....	3
EDGR A773	Evaluation of Learning.....	3

READING REQUIREMENT

	Course	Cr. Hrs.
Select one:	3
EDGR A810	Psychology of Teaching Reading.....	
or		
EDGR A811	Reading in the Content Area	
or		
EDGR A822	Remedial Techniques: Secondary Reading.....	
EDGR A871	Directed Observation.....	1
EDGR A870	Practicum	6
or		
EDGR A887	Internship.....	6

(For teachers already certified at the secondary level, these six units are electives and can be satisfied by a variety of courses. Please consult your departmental adviser.)

READING

The Department of Education offers course work leading to the master of science in reading. In addition, the department offers courses enabling students to qualify for Louisiana certification as a reading specialist. Requirements for certification are available in the education office.

The reading program contains 18 hours of required course work plus electives and the core courses required of all graduate students.

REQUIRED COURSES

	Course	Cr. Hrs.
EDGR A810	Psychology of Teaching Reading.....	3
EDGR A811	Reading in the Content Areas.....	3
EDGR A815	Theory of Reading Difficulties	3
EDGR A821	Remedial Techniques Elementary	
	or	
EDGR A822	Remedial Techniques Secondary	3
EDGR A867	Practicum, Reading Difficulties, Elementary	
	or	
EDGR A868	Practicum, Reading Difficulties, Secondary	3

RECOMMENDED ELECTIVES

	Course	Cr. Hrs.
EDGR A722	Advanced Child Psychology	3
EDGR A723	Advanced Adolescent Psychology	3
EDGR A770	Instructional Design	3
EDGR A773	Evaluation of Learning	3
EDGR A790	Management of the Special Child	3
	in the Regular Classroom	

POST BACCALAUREATE CERTIFICATION

Loyola University offers post baccalaureate alternative certification programs in elementary and secondary education. Consult the certification adviser for information.

EDUCATION GRADUATE COURSES

EDGR A702 **Methods of Educational Research** 3 cr. hrs.

This course offers a study of methods and techniques of educational research with emphasis on applications.

EDGR A703 Statistics in Education 3 cr. hrs.

The computation, use, and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation, and statistical inference as applied to education are examined in this course.

EDGR A705	Philosophy and Education	3 cr. hrs.
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This course is a study of major philosophies and social movements affecting educational thought and practice.

- EDGR A706 Philosophy and Counseling** **3 cr. hrs.**
 This course provides an inquiry into the relationship between major philosophies and the professional practice of counseling.
- EDGR A711 Education and the World of Work** **3 cr. hrs.**
 This course investigates the relationship of education and careers. Emphasis is placed on socialization for the work world, values, career development, leisure, economic change, career change, personal development, and emerging work models.
- EDGR A722 Advanced Child Psychology** **3 cr. hrs.**
 This course is a thorough study of child behavior from birth through the elementary school age with reference to the recognition and development of personality.
- EDGR A723 Advanced Adolescent Psychology** **3 cr. hrs.**
 This course offers an advanced study of the adolescent personality and subculture, with analysis of emotional and intellectual development, basic problems, and adjustments.
- EDGR A725 Developmental Psychology** **3 cr. hrs.**
 This course offers an advanced study of human development from childhood to adulthood. Topics include personality theory, childhood and adolescent subcultures, developmental theory, and socialization.
- EDGR A726 Advanced Educational Psychology** **3 cr. hrs.**
 This course studies the nature of learning and learning processes with emphasis on the critical examination and evaluation of selected theories of learning.
- EDGR A770 Instructional Design** **3 cr. hrs.**
 This course looks at examination and applications of systems approaches to planning, implementing, and evaluating instructional procedures.
- EDGR A771 Elementary School Curriculum** **3 cr. hrs.**
 This course examines the K – 8 curriculum with an emphasis on philosophical, historical, psychological, and sociocultural determinants of curriculum.
- EDGR A772 Secondary School Curriculum** **3 cr. hrs.**
 This course examines the 7 – 12 curriculum, with an emphasis on philosophical, historical, psychological, and sociocultural determinants of curriculum.
- EDGR A773 Evaluation of Learning** **3 cr. hrs.**
 The purpose of this course is to introduce the graduate student to the basic assumptions upon which evaluation of learning is predicated. The course covers such topics as history of measurement, reliability validity, test construction, standardized tests, testing systems used in school, and wide use of test results.
- EDGR A776 Measurement and Assessment** **3 cr. hrs.**
 This course is designed to survey the test theories and critical analysis of tests and their application in schools. Content includes validity/reliability, standardized testing, teacher-made tests, norm/criteria referencing, and item analysis. This course replaces Analysis of the Individual and Analysis of Elementary School Pupil.
- EDGR A781 Supervision of Student Teachers** **3 cr. hrs.**
 This course is an analysis of the role of the resident supervising teacher in student teaching and is required for teachers interested in supervising elementary or secondary student teachers.

- EDGR A790 Management of the Special Child in the Regular Classroom 3 cr. hrs.**
This course focuses on the legal requirements and nature of exceptionalities found in regular classrooms, methodologies for skill development, and evaluation techniques essential for working with handicapped students.
- EDGR A810 Psychology of Teaching Reading 3 cr. hrs.**
This is a foundations course designed to explore the skills to be developed in a reading program and the methods for developing efficiency in the context of selected theories of learning.
- EDGR A811 Reading in the Content Areas 3 cr. hrs.**
This course offers supervised clinical experiences working with children having reading and learning difficulties in specific subject areas.
- EDGR A815 Theory of Reading Difficulties 3 cr. hrs.**
This course is designed to give the teacher, administrator, and reading specialist insight concerning problems related to reading and learning difficulties. The course utilizes test data and clinical experiences.
- EDGR A821 Remedial Techniques Elementary Reading 3 cr. hrs.**
Methods of diagnosis and correction of reading problems at the elementary level are covered here. Developmental reading problems, analysis and implementation of curriculum materials, and standardized and teacher-made tests are included in the subject material.
- EDGR A822 Remedial Techniques Secondary Reading 3 cr. hrs.**
Methods of diagnosis and correction of reading problems at the secondary level are covered here. Developmental reading problems, analysis and implementation of curriculum materials, and standardized and teacher-made tests are included in the subject material.
- EDGR A823 Graduate Methods of Mathematics Teaching 3 cr. hrs.**
This course is a study of methodologies geared to enhance the student's teaching of elementary school mathematics. It is designed to facilitate a reflective inquiry and discovery approach to the education process.
- EDGR A830 Counseling Theories 3 cr. hrs.**
This is a study of selected counseling theories, and replaces Principles and Administration of Guidance and Principles of Elementary School Guidance.
- EDGR A835 Counseling Practice 3 cr. hrs.**
This course is a study of counseling principles, practices, and techniques.
- EDGR A840 Group Counseling 3 cr. hrs.**
This course offers an experiential investigation of group process theory as it pertains to counseling practice.
- EDGR A841 Vocational Counseling 3 cr. hrs.**
This course is a study of history, theories, research, and techniques of career counseling.
- EDGR A842 Consultation 3 cr. hrs.**
This course is designed to develop consultative competencies with an emphasis on urban, multicultural relationships.

EDGR A845 Substance Abuse Counseling 3 cr. hrs.

This course is designed to familiarize students with theories and strategies used in the treatment of substance abusers or chemically dependent clients. The course work includes a survey of the various classifications of abused substances along with information concerning the physiological effects. The course also includes methods for evaluating the relative merits of different intervention strategies.

EDGR A850 Introduction to Family Counseling 3 cr. hrs.

This course explores the family systems theory and presents research on the family as an open system that functions in relation to its broader sociocultural context and that evolves over the life cycle. Various techniques of family counseling are covered as well as the ethical considerations of such a model.

EDGR A855 Diagnosis and Treatment 3 cr. hrs.

The purpose of this course is to introduce the graduate student to the common diagnostic language used by mental health clinicians and researchers for communicating about the disorders for which they have professional responsibility. The course will introduce the student to the *Diagnostic and Statistical Manual for Mental Disorders*, and will also include practice in the writing of treatment plans to accompany the various diagnostic categories.

EDGR A864 Ethics 3 cr. hrs.

This course examines ethical standards of practice as outlined by the American Counseling Association. The student is introduced to the process of ethical decision-making and common ethical dilemmas facing mental health practitioners.

EDGR A865 Counseling Practicum 3 cr. hrs.

This course offers a supervised field experience in counseling and may be repeated for a total of six hours.

EDGR A867 Reading Difficulties Practicum, Elementary 3 cr. hrs.

This course offers supervised field experience in reading instruction at the elementary level.

EDGR A868 Reading Difficulties Practicum, Secondary 3 cr. hrs.

This course offers a supervised field experience in reading instruction at the secondary level.

EDGR A870 Practicum General 3 – 9 cr. hrs.

Supervised field experience.

EDGR A871 Directed Observation 1 cr. hr.

Students enrolled in this course will be expected to spend 50 hours in the local school systems participating in various approved activities. These activities may include, but are not limited to: observation in the classroom, tutoring individual students, participating in field trips, working with small groups, assisting with required paper work, assisting with research activities, and some mini-teaching. Students are encouraged to work under different teachers and to gain experience in both the public and private/Catholic school sectors.

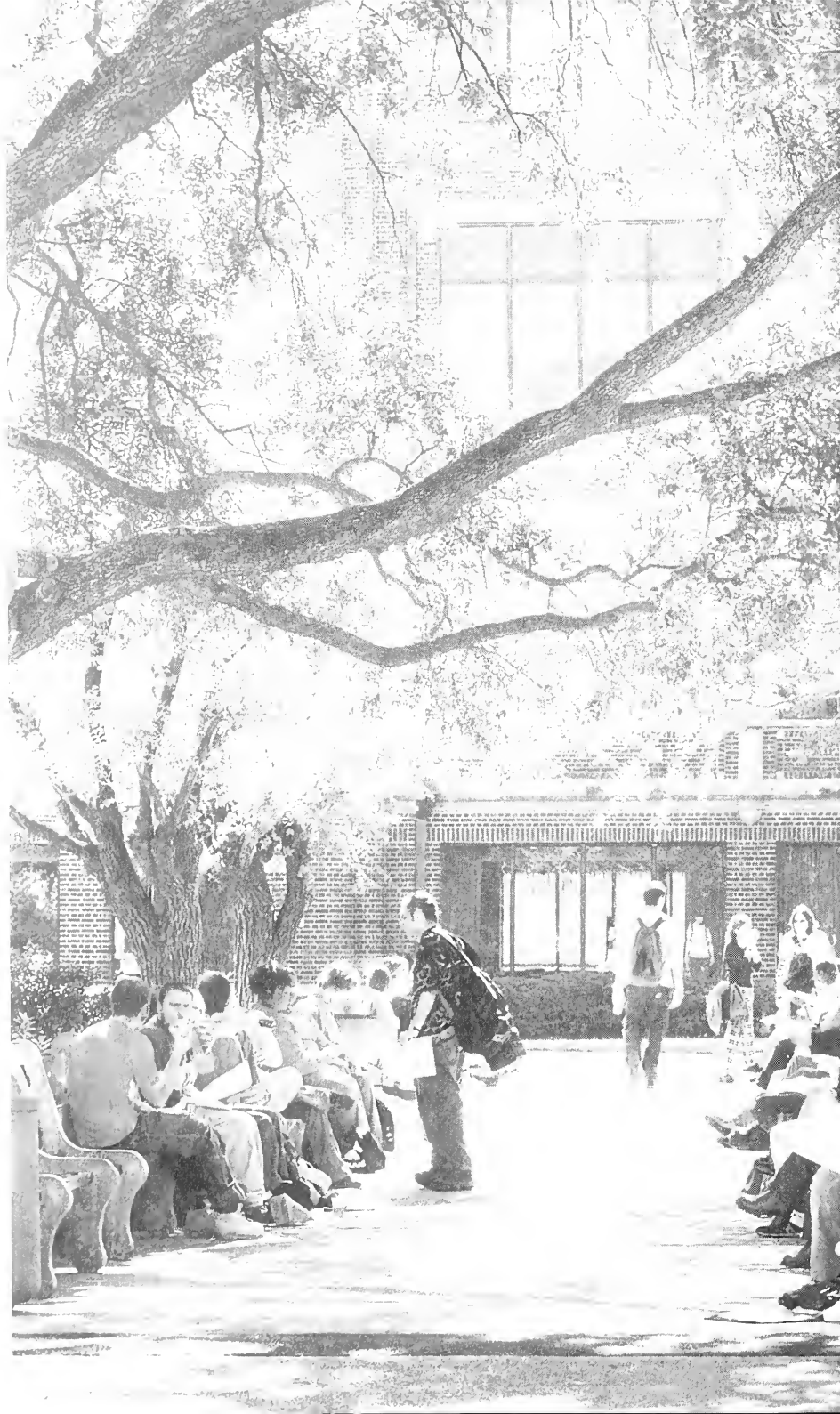
EDGR A886 Internship: Elementary Education 3 – 6 cr. hrs.

EDGR A887 Internship: Secondary Education 3 – 6 cr. hrs.

EDGR A895 Special Project 1 – 3 cr. hrs.

EDGR A896 Seminar/Workshop 1 – 3 cr. hrs.

EDGR A898 Research Project 1 – 3 cr. hrs.



MASS COMMUNICATIONS

CHAIR: Teri Kline Henley, M.B.A. OFFICE: 332 Communications/Music
DIRECTOR OF GRADUATE COMMUNICATIONS: David M. Myers, Ph.D.
PROFESSORS: A.L. Lorenz
ASSOCIATE PROFESSORS: Mary I. Blue, Nancy M. Dupont, William M. Hammel, Teri Kline Henley, David M. Myers, Leslie G. Parr, J. Cathy Rogers
ASSISTANT PROFESSORS: S.L. Alexander, Melissa W. Geraci, John L. Morris, Vanessa Murphree, Debra A. Woodfork
EXTRAORDINARY FACULTY:
INSTRUCTORS: Lisa C. Martin, Liz B. Scott
VISITING PROFESSOR AND CHAIR IN ENVIRONMENTAL COMMUNICATIONS: Robert A. Thomas

PROGRAM DESCRIPTION

The program leading to the master of arts (M.A.) in mass communications at Loyola is designed to increase the student's knowledge and understanding of the roles and functions of mass communications, the processes and effects of mass communications, the history of the mass media in the United States, and the economic structure of the media. As such, it will appeal to persons working in the communications industry, those who wish to work in that industry, and, particularly, those who wish to prepare themselves for doctoral study in communications. It will be possible for students to complete the large majority of degree requirements through evening study.

The program's most distinctive feature is its emphasis on the study of ethical practices within the mass media. The program requires that all students successfully complete a course in the ethics of the mass media. The graduate core curriculum forces the thematic consideration of ethical problems and issues, and graduate electives may include courses designed to produce ethics information resource materials for public distribution.

PROGRAM SUMMARY

The degree program consists of 30 hours of course work and a six-hour thesis. A final written exam and a final oral exam are required.

There are three types of communications graduate courses: core, elective, and cognate. Students are required to take 15 hours of core courses. Core and elective courses are offered within the communications department. Up to nine hours of cognate courses may be taken outside the communications department.

ADMISSION

Students seeking admission to the graduate program in mass communications must have a baccalaureate degree from an accredited college or university. Applicants are required to submit for evaluation:

1. a résumé with a personal statement indicating educational goals and reasons for pursuing the M.A. degree,
2. two letters of recommendation indicating academic and professional competencies,
3. transcripts of all previous college work, and
4. a recent (within the past five years) GRE score.

International applicants with degrees from non-English-speaking universities are also required to submit TOEFL scores.

Applicants may be required to complete successfully up to 15 hours of undergraduate-level courses in communications as prerequisites before being formally admitted to the graduate program. Prerequisites will be determined on an individual basis based on the applicant's academic record and professional communications experience. Members of the graduate faculty of the department will sit as a board to evaluate applications for admissions and to decide what prerequisites, if any, newly admitted students must complete.

Deadlines for submitting all relevant materials for evaluation are July 1 for fall semester admission and November 1 for spring semester admission.

COURSE REQUIREMENTS

Each M.A. candidate must complete a minimum of 21 hours of course work within the Department of Communications. All graduate students must maintain a 3.0 grade point average in the graduate program, with no grade lower than a C.

CORE COURSES

Fifteen hours of core courses are required. Core courses cover broad themes and topics in the field of mass communications. The five required core courses are:

CMMN A701	Mass Communications Theory	3 hrs.
CMMN A702	Mass Communications Research.....	3 hrs.
CMMN A703	Mass Communications Ethics	3 hrs.
CMMN A704	Mass Communications Law	3 hrs.
CMMN A705	Mass Communications History	3 hrs.

ELECTIVE COURSES

Graduate elective courses include undergraduate/graduate cross-listings and graduate-only seminars and tutorials dealing with professional and scholarly topics in mass communications. Graduate elective courses may offer the opportunity for students to participate in the publication of informational resources for local and regional communications professionals.

M.A. candidates may satisfy up to 15 hours of degree requirements by enrolling in graduate-only elective courses offered by the Department of Communications. Non-repeatable graduate-only electives include:

CMMN A713	Mass Media and Society	3 hrs.
CMMN A714	Management of Mass Communications.....	3 hrs.

The following graduate-only elective courses may be repeated for credit, with the permission of the graduate adviser:

CMMN A894	Experimental Course	1 – 3 hrs., may be repeated
CMMN A896	Seminar/Workshop	1 – 3 hrs., may be repeated
CMMN A899	Independent Study	1 – 3 hrs., may be repeated

Students in CMMN A896 will normally contribute to the production of print (or other) materials designed to introduce mass media professionals to the study of ethics. These printed materials might include newsletters reviewing important books in the field and/or scholarly compilations of ethics research and comment. Participation in workshops, practica, or other activities promoting discussion and analysis of professional ethics is an important part of the graduate-only elective requirement.

All senior-level undergraduate courses (CMMN A402 - A480) within the Department of Communications may be taken—in more rigorous form—for graduate credit, insofar as these undergraduate courses are distinct from graduate course offerings. However, no more than nine hours of undergraduate/graduate cross-listed courses may apply toward the M.A. degree in communications. Graduate students will be expected to do additional work and will be held to a higher standard of performance than undergraduates in these cross-listed courses.

COGNATE COURSES

Each M.A. candidate may complete up to nine hours of graduate-level course work in a cognate area outside the Department of Communications. Cognate courses are selected in consultation with the graduate adviser and with permission of the offering unit and might be chosen from graduate offerings at Loyola University including religious studies, education, law, business, or music.

Demonstrated proficiency in a language other than the student's native language gains three hours of credit in the cognate course category. This proficiency will normally be demonstrated through satisfactory performance on the appropriate GRE foreign language exam (or its approved equivalent).

TRANSFER CREDIT

Students may transfer up to six hours of graduate-level courses toward the master's degree at Loyola, with the approval of the department chair. Transfer courses will not normally fulfill core course requirements, but may be credited toward elective or cognate requirements, as determined by the director of graduate studies. Transfer credits earned more than five years prior to enrollment—or more than six years prior to formal admission to M.A. degree candidacy—will ordinarily not be considered.

JOINT DEGREE PROGRAM

The Department of Communications has established a joint degree program with Loyola's School of Law.

Applicants to the M.A./J.D. program must apply separately and be admitted separately to each graduate program. Upon acceptance, M.A. candidates may apply nine hours of course work in the juris doctor program toward the completion of the M.A. degree. Nine hours of graduate work in the Department of Communications may likewise be applied toward the completion of the juris doctor degree.

M.A. DEGREE CANDIDACY

Degree candidacy is an intermediate status in the normal progress toward a graduate degree. Graduate students may gain full and formal admission to the graduate program—and become M.A. candidates—after satisfying any undergraduate deficiencies and successfully completing 12 graduate credit hours (with at least nine hours in the communications core curriculum). Students must undergo evaluation for degree candidacy at the completion of 18 graduate credit hours (with at least nine hours in the communications core curriculum). At this point, the graduate program committee of the Department of Communications will evaluate the student's courses and grades to determine whether to grant the student M.A. degree candidacy. Graduate students without a 3.0 grade point average will not be granted M.A. candidacy. Only M.A. degree candidates are assigned thesis advisers, and only M.A. degree candidates are eligible to register for thesis hours.

M.A. degree candidates must complete the degree no later than six years after their formal admission as candidates.

FINAL WRITTEN EXAMINATIONS AND ORAL EXAMINATIONS

At the completion of all course work, all M.A. candidates are required to pass a written examination demonstrating knowledge of the required graduate core curriculum topics. This exam will be based on a reading list composed of both required and supplemental texts for the core curriculum courses.

At the completion of the thesis, all M.A. candidates are required to pass an oral examination based on the content of the thesis.

THESIS

An M.A. candidate may register for three hours of thesis—CMMN A898/Research Project—during the semester after the completion of 12 hours in the degree program, with at least nine of these hours in the graduate core curriculum. Students are not allowed to register for thesis hours without being formally admitted as M.A. candidates.

General requirements and deadlines for the thesis are determined by the Department of Communications. These requirements include the selection of a three-member graduate committee to direct, review, and evaluate the candidate's thesis. Specific requirements for the thesis are determined in consultation with the candidate's graduate adviser and the candidate's graduate committee.

MASS COMMUNICATIONS GRADUATE COURSES

CMMN A701 Mass Communications Theory

3 cr. hrs.

This course is a survey of theories and perspectives guiding the study of mass communications in the 20th century. Topics include the development of scientific theory and the theoretical basis for the differences between administrative and critical communications research.

Prerequisites: admission to graduate study; an undergraduate course in communications theory.

CMMN A702 Mass Communications Research

3 cr. hrs.

This course is an introduction to the basic methods and materials required by a variety of mass communications research techniques at the graduate and professional level.

Prerequisites: admission to graduate study; an undergraduate course in research methods.

CMMN A703 Mass Communications Ethics

3 cr. hrs.

This course focuses on moral character, social values, and professional practices within the field of mass communications and in the relationship of the media to other societal institutions.

Prerequisites: admission to graduate study; an undergraduate course in ethics.

CMMN A704 Mass Communications Law

3 cr. hrs.

This course explores the relationship between the mass media and all levels of government—federal, state, and local—in the United States. It will deal with laws directly affecting mass media as well as expressions of public policy through such agencies as the FTC, FCC, etc. Of necessity, it will pay special attention to the tension between such law and regulation and the First Amendment.

Prerequisites: admission to graduate study; an undergraduate course, at least part of which deals with the history of regulation in the United States.

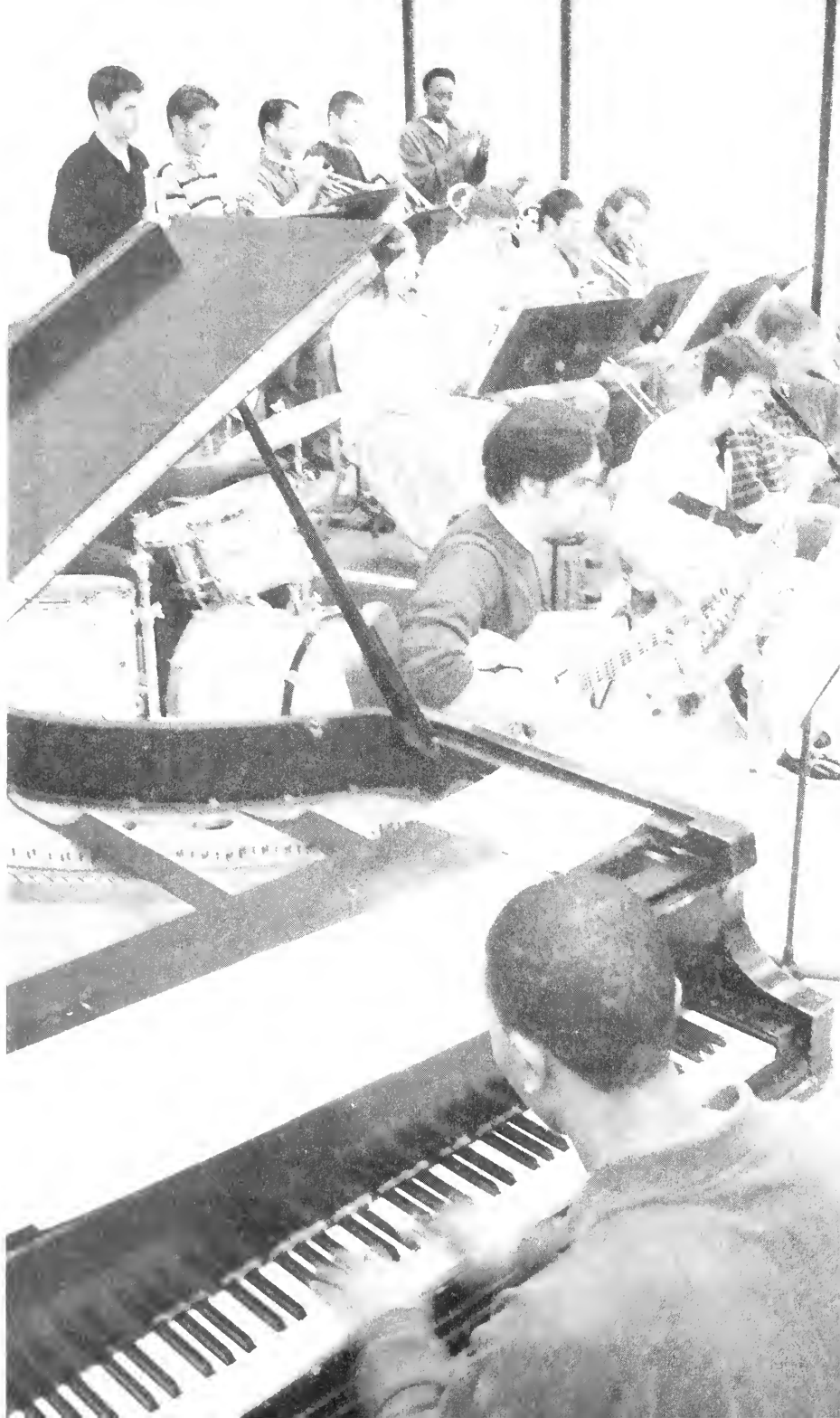
CMMN A705 Mass Communications History

3 cr. hrs.

This course studies the history of important events, technologies, and figures in the development of mass media in the United States.

Prerequisite: admission to graduate study.

CMMN A713	Mass Media and Society	3 cr. hrs.
This course will summarize, evaluate, and examine the social aspects of our system of mass communications, how they are related to people's opportunities and activities, to their hopes and attitudes about the world around them, and to their ideas about themselves.		
<i>Prerequisites: CMMN A701 or permission of instructor.</i>		
CMMN A714	Management of Mass Communications	3 cr. hrs.
This course will provide a comprehensive background in media-oriented management theory and practice.		
<i>Prerequisites: CMMN A701, A702; or permission of instructor.</i>		
CMMN A894	Experimental Course	1 – 3 cr. hrs.
May be repeated.		
CMMN A895	Special Project	1 – 6 cr. hrs.
May be repeated.		
CMMN A896	Seminar/Workshop	1 – 3 cr. hrs.
May be repeated.		
CMMN A898	Research Project	1 – 6 cr. hrs.
May be repeated.		
CMMN A899	Independent Study	1 – 3 cr. hrs.
May be repeated.		



MUSIC

DEAN: Edward J. Kvet, D.M.E. OFFICE: 165 Communications/Music Building
ASSOCIATE DEAN AND DIRECTOR OF GRADUATE STUDIES:

Anthony A. DeCuir, Ph.D.

PROFESSORS: L. Dean Angeles, Anthony A. DeCuir, Philip Frohnmayr, Joseph G. Hebert, William Horne, Edward J. Kvet, John Mahoney, John Murphy, David P. Swanzy

ASSOCIATE PROFESSORS: Anthony A. Dagradi, Margaret Hulley Frazier, Sanford Hinderlie, Gwen Hotchkiss, Allen Nisbet, H. Jac McCracken, Janna Saslaw

ASSISTANT PROFESSORS: Alice V. Clark, Ellen Frohnmayr, James MacKay, Victoria Vega

DIRECTOR OF OPERA WORKSHOP: David Morelock

DIRECTOR OF BALLET: Laura Zambrano

DIRECTOR OF PREPARATORY MUSIC PROGRAM: Martha Trinko

MISSION STATEMENT

The College of Music serves as the preeminent center of music study among all Jesuit colleges and universities throughout the United States and recognizes the historical role of music in the Roman Catholic Church. The College of Music offers professional and liberal arts music programs in a rigorous academic environment. Students are prepared for music professions in a manner that reflects the Jesuit ideals of truth, service, and justice. The College of Music provides the campus, region, and nation with musical activities demonstrating the university's commitment to the arts.

ACCREDITATION

The College of Music, founded in 1932, is an accredited institutional member of the National Association of Schools of Music (11250 Roger Bacon Dr., Suite 21, Reston, VA 20190). The college also holds membership in the Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, and the American Music Therapy Association. The music education curriculum is approved by the Louisiana State Board of Elementary and Secondary Education for teacher certification in the State of Louisiana. This curriculum is accredited through the Department of Education and Counseling. The music therapy program is approved by the American Music Therapy Association.

ADMISSION REQUIREMENTS

The College of Music requires an appropriate undergraduate music degree with a GPA of 3.0 or higher and a performance audition for matriculation in the college, in addition to university requirements for admission. The required performance level may vary according to the degree program (M.M., M.M.E., or M.M.T.) specified by the applicant. Those applicants whose undergraduate GPA is below 3.0, or whose undergraduate major was not in music, may be admitted conditionally. This especially applies to students who have considerable work experience in the field of music. Students given conditional admission must achieve a 3.0 GPA in their first nine hours of non-remedial graduate music course work.

All M.M. and M.M.E. students must take placement exams in music history and music theory to ensure an adequate foundation in these disciplines before graduate study is begun. Depending on the results of these tests, students may be required to enroll in remedial music history and/or theory courses; these courses will not count toward the

degree. Remedial courses must be passed with a B or better or must be repeated. The exams should be taken prior to the first semester of enrollment. Without permission from the director of graduate studies, students may not enroll in any graduate theory or history course until they have taken the exams and remedied any deficiencies.

Bibliography and Research Methods (MUGN M705) is normally taken during the first semester of enrollment. Without the permission from the director of graduate studies, students are not allowed to register for a graduate music history course unless they are enrolled in or have already completed Bibliography and Research Methods.

Candidates for graduate degrees are required to complete the College of Music Audition Application prior to scheduling their audition on one of the published audition dates. Contact the College of Music for specific requirements.

SCHOLARSHIPS

The College of Music administers talent-based music scholarships for graduate students. These awards vary according to the student's potential for continued musical and academic progress, and the performance needs of the college. Retention of a music scholarship depends on satisfactory musical and academic progress and the student's fulfillment of performance requirements as stipulated in the scholarship contract.

ADMISSION TO CANDIDACY

Students must petition the College of Music Graduate Committee for admission to candidacy after the following degree program requirements have been met:

Master of Music and Master of Music Education

- a. Completion of nine credit hours of non-remedial graduate coursework with a minimum grade point average of 3.0.
- b. Completion of remedial courses required as a result of the theory and history entrance examinations.
- c. Completion of Bibliography and Research Methods (MUGN M705) with a grade of B or higher.

Master of Music Therapy

- a. Completion of nine credit hours of non-remedial graduate coursework with a minimum grade point average of 3.0.
- b. Successful completion of a functional music proficiency examination administered by the music therapy faculty.
- c. Completion of Seminar in Research (MUTY M701) with a grade of B or higher.

Individual degree programs and departments stipulate a variety of specific proficiencies. Students must consult their advisers concerning these requirements.

COMPREHENSIVE EXAMINATIONS

Comprehensive written and oral exams (M.M. and M.M.E. degrees) will be taken during or after the final semester of course work. The written exam, which is graded pass-fail, will cover the student's major area, music history, and theory. The student must pass all three areas, before proceeding to the oral exam, which must be scheduled at least one week after the written exam (three attempts allowed).

The oral exam, which lasts from one and a half to two hours, will address any problems identified in the written exams and test the student's ability to synthesize knowledge in the various areas. If at least two members of the committee vote to pass, the student may proceed with any remaining requirements for graduation. However, if two members deem the student's performance to be inadequate, the student will be informed

of the areas of weakness and will be allowed to schedule a re-examination. If the student fails the re-examination, course remediation may be required prior to further re-examination.

Students enrolled in the M.M.T. degree program should consult with the Coordinator of Music Therapy for specific requirements regarding thesis requirements, formation of the thesis committee, and the defense.

GRADUATE COMMITTEE AND GRADUATION

For purposes of administering comprehensive exams or thesis defense, a graduate committee will be selected for each student and consist of the following members:

- a. The student's applied teacher or the department coordinator.
- b. Instructor of Bibliography and Research Methods (M.M. and M.M.E.) or a member of the psychology department (M.M.T.).
- c. One member of the music theory faculty.
- d. Associate Dean and Director of Graduate Studies (ex officio).

The Associate Dean and Director of Graduate Studies in consultation with the candidate will select the members of the graduate committee early in the student's final term of enrollment.

A minimum GPA of 3.0 is required for graduation.

RESIDENCE

Graduate degrees offered by the College of Music require a minimum of one semester, or its equivalent in summer terms, as a full-time student. Ordinarily, two summer terms will be interpreted as meeting this minimum requirement. A student may enroll for a maximum of 16 credit hours during the regular terms and a maximum of 12 credit hours during the two terms (10 weeks) of a summer session.

Students employed full-time may enroll for a maximum of six hours per term; this limitation does not apply to teachers during summer sessions.

TRANSFER CREDIT

Students may transfer up to six hours of graduate-level or upper division undergraduate course work toward masters' degrees in the College of Music, with the approval of the Associate Dean and Director of Graduate Studies. Transfer courses will not normally fulfill major course requirements, but may be credited toward graduate electives, as determined by the Associate Dean and Director of Graduate Studies. Transfer credits earned more than seven years prior to enrollment will ordinarily not be considered.

MASTER OF MUSIC IN PERFORMANCE (30 HRS.)

I. Applied Study (11 hrs.)	cr. hrs.
MUPR M721 - 748 Applied Lessons (2 semesters).....	6
MUPR M800 Graduate Recital.....	3
MUEN M700 - 910 Ensembles	2
 II. Studies in Music (12 hrs.)	
MUGN M705 Bibliography and Research Methods.....	3
MUHL M8XX Graduate Music History	6 ¹
MUTH Graduate Music Theory	3 ²
 III. Electives ³ (7 hrs.)	
Supportive areas	<u>7</u>
Total cr. hrs.	30

¹ According to the results of the entrance test, specific courses may be required. In addition, three remedial music history courses may be required prior to enrollment in any graduate music history course. Students must earn a B or better in remedial courses.

² Composition will not fulfill this requirement. Depending on the results of the placement test, one remedial course may be required prior to enrollment in any graduate theory course. Students must earn a B or better in remedial courses.

³ If approved by the associate dean, six credit hours of non-music, undergraduate level courses may be acceptable—e.g., additional foreign language study for voice majors.

MASTER OF MUSIC IN EDUCATION

(30 HRS.)

I. Major Area		cr. hrs.
	MUED M701 Foundations of Music Education	3
	MUED M704 Contemporary Issues in Music Ed.	3
	MUED/MUPD Music Education/Pedagogy Elec.	<u>6</u>
		12
 II. Other Studies in Music		
	MUGN M705 Bibliography and	
	Research Methods	3
	MUHL M8XX Graduate Music History	6
	MUTH Graduate Music Theory	<u>3</u>
		12
 III. Electives		
	Ensembles, applied study,	
	thesis, and other supportive areas	<u>6</u>
Total cr. hrs.		30

If I approved by the associate dean, six credit hours of non-music, undergraduate level courses may be acceptable—e.g., additional foreign language study for voice majors.

MASTER OF MUSIC THERAPY (30 HRS.)

The music therapy degree program is approved by the American Music Therapy Association (AMTA). Students who have not completed an approved undergraduate program in music therapy will be required to fulfill deficiencies. This coursework will be taken concurrently with graduate studies.

I. Music Therapy (14 hrs.)		cr. hrs.
MUTY M701	Seminar in Research	1
MUTY M714	Graduate Council	1
MUTY M702	Music Therapy Research	3
MUTY M703	Advanced Music Therapy Practicum	3
MUTY M704	Music Therapy Supervision	
or		
MUTY M705	Advanced Music Therapy Methods ...	3
MUGN M810	Thesis	2
MUTY M818	Clinical Training ¹	1
II. Studies in Music (10 hrs.)^{2/3}		
MU	Music Electives	10
III. Studies in Psychology/Special Education (6 hrs.)		
EDGR	Psychology/Special Education Electives	6
Total		30

¹ Clinical Training may be waived, depending on student's background and experience.

² Diagnostic tests in music theory or music history must be taken prior to enrolling in any music history or music theory course.

³ If approved by the associate dean, six credit hours of non-music, undergraduate courses may be acceptable in areas where graduate-level courses are not available.

MUSIC GRADUATE COURSES

MUSIC EDUCATION

MUED M701 Foundations of Music Education

3 cr. hrs.

The historical roots and current philosophical issues in music education, European background and cultural influences, and current learning theories and their application to the teaching-learning process.

MUED M704 Contemporary Issues in Music Education

3 cr. hrs.

Concentrating on the period from the 1950s to the present, this course will present the changes that have radically reshaped current music education.

MUED M800 Research in Music Education

3 cr. hrs.

Research techniques appropriate to music education, principles of research design, organization of the research report, and critical examination of research studies in music education.

MUED M804 Administration and Supervision in Music Education

3 cr. hrs.

The role of the music consultant and music supervisor: supervision of student teachers; development of positive relationships with teachers and staff, principles of effective supervision, and administrative responsibilities of music supervisors.

MUSIC ENSEMBLES

MUEN M700 – 705 Major Ensemble

1 cr. hr.

Loyola Symphony Orchestra, Loyola Chamber Orchestra, University Band, University Chorale, University Chorus, Jazz Band I, Jazz Workshop Band, and Jazz Training Ensemble. These courses involve regular rehearsals and performances in groups of various sizes and constitutions. Course may be repeated for credit. Open to non-music students by audition only.

MUEN M800 – 803 Minor Ensemble

1 cr. hr.

Training Orchestra, Opera Workshop, and Vocal Chamber Ensemble. These courses involve regular rehearsals and performance in groups of various sizes and constitutions. Course may be repeated for credit. Open to non-music students by audition only.

MUEN M900 – 910 Chamber Ensemble

1 cr. hr.

String Ensemble, Woodwind Ensemble, Brass Ensemble, Percussion Ensemble, Jazz Combo, Guitar Ensemble, Clarinet Ensemble, Flute Ensemble, Saxophone Ensemble, Trombone Ensemble, and Piano Chamber Ensemble. These courses involve regular rehearsals and performances in groups of various sizes and constitutions. Course may be repeated for credit. Open to non-music students by audition only.

MUSIC - GENERAL

MUGN M705 Bibliography and Research Methods

3 cr. hrs.

Required of all graduate music students except those in music therapy. Techniques in research and writing necessary to the completion of theses or other formal documents are addressed.

MUGN M734 History of Music and Liturgy**3 cr. hrs.**

This course will use a historical approach to examine the changes in theological thought and liturgical practice over the various histories/stylistic periods as they influenced such things as composition, practice, congregational involvement, organ music, etc.

MUGN M810 Thesis**arr.**

Formal, written, research study of a specific area of music, music education, or music therapy.

MUGN M811 Recital Document**3 cr. hrs.**

Formal researched paper on one or more works performed in a graduate recital.

MUSIC HISTORY

MUHL M710 Survey of Wind Literature**3 cr. hrs.**

This course is a survey of wind literature, (from the Middle Ages through the 20th century), instruments, and the development of bands. Classes will consist of listening to recordings, basic score study, and discussions of selected readings and repertoire lists. Class discussions will focus on both the historical and pedagogical value of the selected wind music.

MUHL M711 Topics in Solo Vocal Literature**3 cr. hrs.**

This is a seminar-style study of a single topic in the history of solo vocal literature other than opera. Course may be repeated for credit, as long as topic is different.

MUHL M712 Keyboard Literature I**3 cr. hrs.**

This course is a survey of piano literature from the Baroque era to the present. It includes a survey of important keyboard repertoire that precedes the Baroque.

MUHL M713 Keyboard Literature II**3 cr. hrs.**

This course is a continuation of Piano Literature I.

MUHL M807 Topics in Operatic Literature**3 cr. hrs.**

This is a seminar-style study of a single topic in the history of opera. Course may be repeated for credit, as long as topic is different.

MUHL M810 Orchestral Literature**3 cr. hrs.**

This course offers a survey of orchestral literature from the baroque to the present and includes stylistic analysis of selected works.

MUHL M811 Chant, Hymnody, and Psalmody**3 cr. hrs.**

This is a survey course of the main forms of church music. Approximately one third of the course will be devoted to Gregorian chant, including the notation, interpretation, conducting, and psalmody. The second third will study hymns of other traditions; in particular, the chorales of the Lutheran church, the theology of the Eucharistic hymns of Wesley, and contributions of the Church of England. The concluding third will focus on modern practice, sources, hymnals, and other materials.

MUHL M812 Topics in Music History: before 1600**3 cr. hrs.**

A seminar-style study of a topic concerning music before c. 1600. Course may be repeated for credit, as long as topic is different.

MUHL M813 Topics in Music History: 1550 – 1800**3 cr. hrs.**

A seminar-style study of a topic concerning music between the birth of opera and the French Revolution, usually focusing on some aspect of western art music but including consideration of influences from non-western and popular musics. Course may be repeated for credit, as long as topic is different.

MUHL M814 Topics in Music History: 1770 – 1920**3 cr. hrs.**

A seminar-style study of a topic concerning music between the era of the French Revolution and the First World War, usually focusing on some aspect of western art music but including consideration of influences from non-western and popular musics. Course may be repeated for credit, as long as topic is different.

MUHL M815 Topics in Music History: 1850 – present**3 cr. hrs.**

A seminar-style study of a single topic concerning music from Wagner to the present, usually focusing on some aspect of western art music but including consideration of influences from non-western and popular musics. Course may be repeated for credit, as long as topic is different.

MUSIC PERFORMANCE – PRIVATE INSTRUCTION**MUPR M721 – 748 Applied Study****2-3 cr. hrs.**

This is a concentrated study of voice or of string, woodwind, brass, percussion, or keyboard instruments. Students must display a degree of performance proficiency appropriate to graduate level work. Creditable as needed.

MUPR M800 Graduate Recital**3 cr. hrs.**

This course is a full, individual program of music of a level appropriate to graduate level study of applied music.

MUSIC PERFORMANCE – CLASS INSTRUCTION**MUPC M709 Advanced Instrumental Conducting****3 cr. hrs.**

This course looks at conducting techniques, score reading, and analysis in the context of literature, style, and interpretation.

MUPC M711 Advanced Choral Conducting**3 cr. hrs.**

This course offers a detailed study of advanced conducting problems with an emphasis on score reading and analysis in the context of contemporary literature, style, and interpretation.

MUSIC PEDAGOGY**MUPD M700 General Music Pedagogy****3 cr. hrs.**

This course looks at current issues and developments, teaching-learning systems, materials, media, teaching strategies, and research relevant to general music education at the preschool, elementary, and secondary levels.

MUPD M705 Piano Pedagogy**3 cr. hrs.**

This course offers instruction in teaching materials and literature for the upper intermediate and advanced levels of keyboard students, with a look at varying approaches to pedagogical problems encountered at these levels.

MUPD M706 Vocal Pedagogy**3 cr. hrs.**

This course offers a survey of various approaches to the teaching of singing, with an emphasis on the physiology and acoustics of the voice.

MUPD M707 String Pedagogy**3 cr. hrs.**

This course looks at past and present teaching techniques and materials, string instrument maintenance and repair, and tone-modification adjustments.

MUPD M708 Woodwind Pedagogy**3 cr. hrs.**

This course looks at pedagogy materials, methods, solo and ensemble literature, embouchure, and mechanical and acoustical difficulties peculiar to woodwind instruments.

MUPD M709 Brass Pedagogy**3 cr. hrs.**

This course focuses on the historical development of the capabilities of brass instruments, embouchure, acoustical, and intonational considerations relating to performance and pedagogy; and instructional materials and literature.

MUPD M710 Choral Pedagogy**3 cr. hrs.**

This course offers instruction in choral organization, blend, balance, intonation and vocal production, interpretation of literature, program building, and rehearsal psychology.

MUPD M711 Guitar Pedagogy**3 cr. hrs.**

Techniques of problem diagnosis, technical presentation, methodology and evaluation; supervised teaching of guitar classes, weekly meetings for reports, discussion, and performance evaluation.

MUSIC THEORY

MUTH M720 Topics in Music Theory**3 cr. hrs.**

A seminar-style study of a single analytical technique, such as Schenkerian analysis or pitch-class set theory, or an analytical survey of a particular body of literature, such as the Classical string quartet or 20th-century sacred music for chorus and orchestra.

MUTH M808 Style Analysis I**3 cr. hrs.**

This course offers a theoretical analysis of selected works from the Baroque through post-romantic periods in correlation with historical development of compositional practices.

MUTH M809 Style Analysis II**3 cr. hrs.**

This course offers a theoretical analysis of selected works of 20th-century music and an introduction to the theories of Heinrich Schenker and their application to the tonal repertoire.

MUTH M810 Composition**3 cr. hrs.**

This course offers private instruction in musical composition. Substantial theoretical background and experience in writing in neotonal styles is assumed. A rehearsed presentation of an original work written during the term is required. Creditable repeatedly.

MUSIC THERAPY

MUTYM701 Seminar in Research**1 cr. hr.**

This course addresses techniques in research and writing necessary for the completion of theses or other formal documents and is required of all graduate music therapy students.

MUTY M702 Music Therapy Research**3 cr. hrs.**

This is a seminar that looks at techniques of scientific writing and data collection. A completed experimental research project dealing with handicapped individuals is required.

MUTY M703 Advanced Music Therapy Practicum**3 cr. hrs.**

This course will focus on advanced music therapy clinical techniques and clinical practice. It will also enable the student's knowledge of the current music therapy research done with a client population of the student's choice. This course is required of all graduate music students.

MUTY M704 Music Therapy Supervision**2 cr. hrs.**

This course will address issues in both clinical and academic supervision. The student will also be introduced to curriculum planning and syllabus development.

MUTY M705 Advanced Music Therapy Methods**3 cr. hrs.**

This course will address advanced methods in music therapy methods and techniques.

MUTY M714 Graduate Council**1 cr. hr.**

This is a council of music therapy graduate students whose function is the approval of research proposals and papers produced within the department.

MUTY M818 Clinical Training**1 cr. hr.**

Students in this course will work under supervision in a clinical setting for a period specified by the music therapy department.



NURSING

DIRECTOR: Billie Ann Wilson, R.N., Ph.D

NP COORDINATOR: Brenda H. Owens, R.N., F.N.P., Ph.D.

HCSM COORDINATOR: B. Gail Tumulty, R.N., C.N.N.A., Ph.D.

PROFESSORS: Cathryn L. Glanville, Billie Ann Wilson

ASSOCIATE PROFESSORS: Barbara A. Bihm, Brenda H. Owens, B. Gail Tumulty

The Department of Nursing offers three different tracks in the MSN program. Two are clinical tracks to prepare family and adult nurse practitioners, and the other is a non-clinical track to prepare nurse managers.

MISSION OF THE M.S.N. PROGRAM

The mission of the M.S.N. program is to prepare nurses to function in advanced nursing roles in a variety of health care settings. The M.S.N. Family Nurse Practitioner (F.N.P.) and Adult Nursing Practitioner (A.N.P.) programs are designed to prepare practitioners to function in advanced roles in a variety of ambulatory primary care settings. The M.S.N. Health Care Systems Management (H.C.S.M.) program is designed to prepare graduates to function in advanced roles as either managers of client care or managers of health care systems.

ACCREDITATION

Loyola's bachelor of science in nursing program and master of science in nursing degree programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). To contact the NLNAC, use the following information. Address: 61 Broadway, New York, N.Y. 10006; Phone: (212) 363-5555.

NURSE PRACTITIONER PROGRAM GOALS AND OBJECTIVES

The goals of the N.P. program are to:

1. Provide graduate nursing education in the Jesuit tradition of respect for individuals from diverse traditions.
2. Create opportunities for the development of expertise in an advanced practice role.
3. Foster development of advanced interpersonal and communication skills.
4. Prepare advanced practice nurses capable of improving health care and initiating change in the health care delivery system.
5. Foster professional identity as an advanced practice nurse.

The objectives of the N.P. program are that graduates will be prepared to:

1. Evaluate the influence of beliefs, values, and economic status on the provision of health care and client health behaviors.
2. Demonstrate critical thinking and diagnostic reasoning in the implementation of advanced therapeutic interventions with clients across the life cycle.
3. Function in collaborative advanced practice roles as members of interdisciplinary teams in a variety of health care settings.
4. Demonstrate mastery in the use of contemporary communication tools and techniques.
5. Contribute to the development of the discipline of nursing through the application of nursing and related theory and research to practice.

6. Critically analyze current health care policies and practices.
7. Demonstrate an understanding of and appreciation for legal and ethical standards of advanced practice.
8. Demonstrate responsibility and accountability for advanced nursing practice.

HEALTH CARE SYSTEMS MANAGEMENT PROGRAM GOALS AND OBJECTIVES

The goals of the H.C.S.M. program are to:

1. Provide graduate nursing education in the Jesuit tradition of respect for diverse traditions.
2. Create opportunities for the development of expertise as client care managers or managers of health care systems.
3. Foster development of advanced interpersonal and communication skills.
4. Prepare nursing graduates capable of assuming advanced care management and leadership roles in health care systems.
5. Foster professional growth and provide a foundation for doctoral study.

The objectives of the H.C.S.M. program are that graduates will be prepared to:

1. Evaluate the influence of beliefs and values on the coordination and management of health care and health care systems in a cost-conscious environment.
2. Demonstrate critical thinking in managing and coordinating health care programs and services for specified client populations and health care organizations.
3. Function in collaborative and facilitative roles as members of interdisciplinary teams.
4. Demonstrate mastery in the use of contemporary communication tools and techniques.
5. Contribute to the discipline of nursing through the application of nursing and related theory and research to practice as a care manager or systems manager.
6. Critically analyze current health care policies and practices.
7. Demonstrate an understanding of legal, ethical, and regulatory standards related to care management and systems management.
8. Demonstrate responsibility and accountability for one's personal nursing practice.

ADMISSION TO THE M.S.N. PROGRAM

Students are admitted into the M.S.N. program based on a thorough review of all materials provided to the Graduate Admissions Committee of the Department of Nursing. Students may be admitted unconditionally, provisionally, or on probation.

ADMISSIONS REQUIREMENTS FOR PERSONS WITH BACHELOR'S DEGREES

1. A B.S.N. degree from a school accredited by the National League for Nursing or the Commission on Collegiate Nursing Education, or a bachelor's degree in any field in conjunction with completion of the Loyola M.S.N. Bridge program.
2. Official transcripts from each degree-granting college/university attended.
3. A current unencumbered Louisiana R.N. license.
4. A minimum of one year of recent work experience in clinical nursing.
5. A cumulative GPA of either 2.8 or higher on all prior undergraduate work or a GPA of either 2.8 or higher on all prior undergraduate work or a GPA of 2.8 or

higher on all hours taken at Loyola for completion of the B.S.N. degree or M.S.N. Bridge program. (Note: The Graduate Admissions Committee reserves the right to exercise discretion in the application of this requirement.)

6. Satisfactory scores on the Graduate Record Examination (GRE), the Miller Analogy Test (MAT), or the Graduate Management Admissions Test (GMAT).
7. Three recommendations (on the form provided by Loyola) from persons knowledgeable about the applicants aptitude for graduate school, such as former professors or master's prepared nursing supervisors.
8. A written goal statement describing career goals and interest in graduate education.
9. The undergraduate equivalent of three semester credit hours in statistics.
10. For the N.P. program: The undergraduate equivalent of the following number of semester credit hours: 10 in biological sciences and three in chemistry.
11. A formal interview, in person or by telephone, with one or more graduate faculty at Loyola.

ADMISSIONS REQUIREMENTS FOR R.N.-TO-M.S.N. OPTION IN THE M.S.N. PROGRAM

Graduates of associate degree and diploma nursing programs may apply for admission to the R.N.-to-M.S.N. option for the M.S.N. program. In this option, students complete requirements for both the B.S.N. and M.S.N. degrees.

1. A graduate of an associate degree or diploma nursing program is first admitted to the Loyola B.S.N. program and classified as a "B.S.N." student.
2. Requirements for admission to B.S.N. program include:
 - a.) *Application for Undergraduate Admission.*
 - b.) Official transcripts from all colleges and universities attended.
 - c.) Proof of a current Louisiana R.N. license.
 - d.) Application fee of \$20 (check made payable to Loyola University).
3. Upon admission to the B.S.N. program, a student will be advised to first complete core, adjunct, and electives courses.
4. In the semester prior to taking the first 700-level nursing course, the student must submit an application to Phase One of the R.N.-to-M.S.N. program.
5. Requirements for admission to Phase One include:
 - a.) Completion of most adjunct, core, and elective courses for the BSN degree.
 - b.) Proof of current Louisiana R.N. license.
 - c.) A cumulative GPA of 2.8 or higher (Note: The Graduate Admissions Committee reserves the right to exercise discretion in the application of this requirement.).
 - d.) *Application for R.N.-M.S.N. Admission.*
 - e.) A goal statement describing career goals and interest in graduate education.
 - f.) A letter of recommendation (on the form provided by Loyola) from a faculty member knowledgeable about the applicant's aptitude for graduate work.
6. Upon admission to Phase One, the student is reclassified as an "R.N.-to-M.S.N." student.
7. During Phase One, the student will take a combination of undergraduate and graduate nursing courses leading to the B.S.N. degree and complete all other B.S.N. requirements.
8. Application to the M.S.N. program (Phase Two) is made during the term in which the R.N.-to-M.S.N. student will receive the B.S.N. degree. Requirements for admission to Phase Two of the program include:
 - a.) A cumulative GPA of 3.0 on all NURS 700-level courses taken in Phase One (Note: The Graduate Admissions Committee reserves the right to exercise discretion in the application of this requirement.).

- b.) Proof of current unencumbered Louisiana R.N. license.
- c.) Satisfactory scores on the Graduate Record Examination (GRE), or Miller Analogy Test (MAT), or the Graduate Management Admissions Test (GMAT).
- d.) A formal interview with one or more of the Graduate Admissions Committee (graduate faculty may elect to waive this interview in individual cases).

TYPES OF ADMISSION

The Graduate Admissions Committee of the Department of Nursing reviews all applications and makes admissions decisions. The committee may recommend three types of admission:

1. Unconditional Admission: Applicants are admitted unconditionally when they have submitted all required materials and met admission standards. Since admission into the MSN program is limited, the Committee reserves the right to determine which applicants are the best match for Loyola's graduate program.

2. Provisional Admission: If an applicant appears to meet admission standards but is unable to provide one or more documents required for admission by the time admissions decisions are made, provisional admission may be granted. A provisionally admitted student has until the beginning of the first academic term to provide required materials. The Graduate Admissions Committee reserves the right to deny any provisionally admitted student the right to enroll in courses if needed documentation has not been provided by the beginning of the first academic term.

3. Probationary Admission: The decision to grant probationary admission is based on perceived academic promise and is granted to an applicant to provide an opportunity to demonstrate her/his academic ability. Thus an applicant may be admitted on probation if all required materials have been submitted but the applicant does not meet all admission standards. The student with probationary admission is required to pursue a part-time program of studies during her/his first academic year designed specifically for the student.

TRANSFER CREDITS

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six credit hours into the H.C.S.M. program and nine credit hours into the F.N.P. program. In all cases, course work will be evaluated for equivalence to Loyola requirements; therefore, students must provide course syllabi and other supporting materials to assist faculty in the evaluation process. Credits earned *more than five years prior* to enrollment will ordinarily not be considered for transfer.

LOUISIANA LICENSURE REQUIREMENTS

Upon entering the M.S.N. program, each student must sign a declaration stating that she/he has a current, unencumbered, unrestricted, and valid registered nurse license in Louisiana and there are no grounds for disciplinary proceedings. If at any point during the program a student's R.N. license becomes encumbered or restricted, the student is obligated to immediately inform the director of the Department of Nursing.

REQUIREMENTS FOR THE M.S.N. DEGREE

Students entering the M.S.N. program will find the experience of graduate education to be significantly different from that of undergraduate education. At Loyola, M.S.N. students are expected to be more self-directed and independent than undergraduate students. Thus M.S.N. students will assume more responsibility for their education and will learn to become more active learners. In practice this means that graduate students will be expected to identify their educational needs, find new educational resources, and become proficient at accessing a variety of information sources.

Many of the courses in the M.S.N. program are structured to facilitate the transition from a passive to an active learner. Thus students will have the opportunity to research topics, prepare reading lists and presentations for peers, lead group discussions, do case presentations, and, for practitioner students, work independently with sophisticated interactive diagnostic reasoning software. The goals of these activities are to foster a spirit of independent inquiry, enhance critical thinking skills and communication skills, and assist students to develop tools needed to become lifelong learners.

A.N.P. PROGRAM

The M.S.N. Adult Nurse Practitioner curriculum is 38 semester credit hours in length. In addition to theoretical course work, the program requires direct, hands-on client contact in a variety of ambulatory settings. The A.N.P. curriculum follows.

THE A.N.P. CURRICULUM

Core Courses:

- NURS C700: Theoretical Perspectives in Nursing
- NURS C735: Advanced Research Methods
- NURS C740: Health Care Systems
- NURS C765: Research in Advanced Nursing Practice

Cognate Courses:

- NURS C705: Advanced Health Assessment
- NURS C706: Advanced Health Assessment Practicum
- NURS C710: Advanced Pathophysiology I
- NURS C715: Advanced Pathophysiology II
- NURS C720: Advanced Pharmacology I
- NURS C722: Advanced Pharmacology II

Major Courses:

- NURS C725: Primary Care Concepts
- NURS C745: Primary Care I: Theory
- NURS C750: Primary Care II: Theory
- NURS C772: A.N.P. Practicum I
- NURS C775: A.N.P. Practicum II
- NURS C776: A.N.P. Practicum III

F.N.P. PROGRAM

The M.S.N. Family Nurse Practitioner curriculum is 45 semester credit hours in length. In addition to theoretical course work, the program requires direct, hands-on client contact in a variety of ambulatory settings with clients across the life cycle. The F.N.P. curriculum follows.

THE F.N.P. CURRICULUM

Core Courses:

- NURS C700: Theoretical Perspectives in Nursing
- NURS C735: Advanced Research Methods
- NURS C740: Health Care Systems
- NURS C765: Research in Advanced Nursing Practice

Cognate Courses:

- NURS C705: Advanced Health Assessment
- NURS C706: Advanced Health Assessment Practicum
- NURS C710: Advanced Pathophysiology I
- NURS C715: Advanced Pathophysiology II
- NURS C720: Advanced Pharmacology I
- NURS C722: Advanced Pharmacology II
- NURS C730: Family Theory

Major Courses:

- NURS C725: Primary Care Concepts
- NURS C745: Primary Care I: Theory
- NURS C750: Primary Care II: Theory
- NURS C755: Primary Care III: Theory
- NURS C771: F.N.P. Practicum I
- NURS C773: F.N.P. Practicum II
- NURS C774: F.N.P. Practicum III

N.P. EXIT EXAMINATION

An exit examination, similar in form to the adult nurse or family nurse practitioner certification examination, is a required component of the last primary care theory course, NURS 750: Primary Care II (A.N.P.) or NURS 755: Primary Care III (F.N.P.). In order to receive a passing grade in NURS 750 or NURS 755 (that is, a grade of "B" or higher), the student must pass the exit examination. Students will be given three opportunities to pass the exit examination. If the student does not pass the examination after *three attempts*, the student will receive a grade of "C" in NURS 750 or NURS 755 regardless of any other grades achieved in the course. In keeping with the graduate program progression policy, the student will then be required to repeat NURS 750 or NURS 755.

H.C.S.M. PROGRAM

The H.C.S.M. program focuses on the knowledge and skills needed to succeed in a variety of leadership positions in health care organizations. Of the 36 credit hours required, 12 are devoted to core courses. The remaining 24 credit hours focus on didactic and clinical aspects of the major. The H.C.S.M. curriculum follows.

THE H.C.S.M. CURRICULUM

Core Courses:

- NURS C700: Theoretical Perspectives in Nursing
- NURS C735: Advanced Research Methods
- NURS C740: Health Care Systems
- NURS C742: Ethics in Health Care

Major Courses:

- NURS C704: Advanced Role Integration
- NURS C708: Legal and Regulatory Issues
- NURS C712: Financial Resources
- NURS C716: Managed Care Methodologies
- NURS C724: Outcomes Measurement and Data Management
- NURS C732: Disease Resource Management

THE H.C.S.M. RESIDENCY

A preceptor model of mentorship will be used in which care managers and nurse managers in local and regional health care organizations play a substantial role in the practical component of the program.

ACADEMIC PROBATION AND STUDENT PROGRESSION

In order to remain in good standing and progress through the M.S.N. program, a student must earn *at least a C* in any graduate course and must maintain a cumulative grade point average of 3.0 or higher in Loyola University graduate course work. A student who earns below a C in a graduate course or whose cumulative grade point average falls below 3.0 will be placed on academic probation. A student on academic probation has nine semester credit hours or two semesters (whichever comes first) to remove the academic deficiency. If the deficiency is not removed in the allotted time, the student will not be eligible to continue in the M.S.N. program.

In clinical courses in the M.S.N. program, the student must pass the clinical component of the course independent of the theory component. Criteria for passing the clinical component of a course are specified in the individual course syllabus.

LENGTH OF TIME TO COMPLETE THE M.S.N. PROGRAM

Students in the N.P. program are required to complete the program within five years of their first term of enrollment. Students should be advised that, for purposes of application for an advanced practice license, the Louisiana State Board of Nursing sets a time limit on the age of courses in advanced pharmacology. Thus, students cannot apply for an advanced practice registered nurse (A.P.R.N.) license in Louisiana unless course work in advanced pharmacology and pathophysiology is deemed current.

Students in the H.C.S.M. program are required to complete their degree program within seven years of their first term of enrollment.

NURSING GRADUATE COURSES

NURS C700 Theoretical Perspectives in Nursing

3 cr. hrs.

This course focuses on the exploration of the nature of theory development in nursing, analysis of selected nursing and related theories, and the relevance of theory to research and practice in nursing.

NURS C704 Advanced Role Integration

3 cr. hrs.

This course examines the roles, responsibilities, multidisciplinary interaction, and accountability of managers in a variety of health care settings. The theoretical and contextual elements of the role of care manager and mid-level system manager are emphasized. Care coordination, quality management, and continuity of care are examined in light of organizational theory and behaviors. A systems approach is used to access integration in complex health care organizations.

NURS C705 Advanced Health Assessment Theory**4cr. hrs.**

This course focuses on the integration of the health history, physical examination, and diagnostic evaluation to develop a model for advanced practice assessment. Emphasis is placed on a holistic view of the person focusing on the uniqueness of the individual across the life cycle, the development of assessment skills including data analysis, and the development of diagnostic reasoning skills.

NURS C708 Legal and Regulatory Issues in Health Care**3 cr. hrs.**

This course will introduce students to legal and regulatory issues affecting health care and nursing management responsibilities in an ever-changing health care industry. The influence of economic and sociopolitical factors on health care laws will be explored from the perspective of health care providers. The extent to which health care laws attempt to order relationships between providers, payers, and consumers will be examined. Emphasis will be placed on practical legal problems encountered in professional nursing practice.

NURS C710 Advanced Pathophysiology I**3 cr. hrs.**

This course is an in-depth study of the pathophysiologic basis of disease as it affects individuals across the life cycle. Emphasis is placed upon endogenous and exogenous environmental factors which contribute to altered functional balance. The focus of the course is on mechanisms of disease and specific mechanisms (e.g., genetic, autoimmune) which cause aberrations resulting in dysfunction in the immune, neurologic, cardiovascular, and renal systems. Disease states commonly encountered in primary care settings and managed by primary care practitioners are emphasized.

NURS C712 Health Care Financial Management**3 cr. hrs.**

Explores the principles and practices of finance and the impact of reimbursement models and financial regulation in health care. Within this framework, content regarding finance and marketing, analysis of financial statements, strategic financial planning, cost/benefit analysis, and capital project development are examined. Quantitative and qualitative approaches to decision making in the complex relationships among provider, payer, employer, and client are addressed.

NURS C715 Advanced Pathophysiology II**3 cr. hrs.**

This course is an in-depth study of the pathophysiologic basis of disease as it affects individuals across the life cycle. Emphasis is placed upon endogenous and exogenous environmental factors which contribute to altered functional balance. The focus of the course is on mechanisms which cause aberrations resulting in dysfunction in the respiratory, endocrine, reproductive, gastrointestinal, hepatobiliary, hematologic, and lymphatic systems. Disease states commonly encountered in primary care settings and managed by primary care practitioners are emphasized.

NURS C716 Managed Care Methodologies**3 cr. hrs.**

This course explores the theoretical, contextual, and practical elements of managed care and case management across the continuum of care. Tools, processes, and methods required to effectively implement case management practice across the healthcare continuum are examined. Care maps, protocols, algorithms, and other tools in managing care are analyzed for usefulness in achieving desired outcomes.

NURS C720 Advanced Clinical Pharmacology I**2 cr. hrs.**

This course focuses on clinical pharmacology and pharmacotherapeutics with emphasis on major drug classes. Special emphasis is placed on drugs and drug classes used to treat problems commonly encountered in primary practice.

NURS C722 Advanced Clinical Pharmacology II**2 cr. hrs.**

This course is a continuation of NURS C720. It focuses on clinical pharmacology and pharmacotherapeutics with emphasis on major drug classes. Special emphasis is placed on drugs and drug classes used to treat problems commonly encountered in primary practice.

NURS C724 Outcomes Measurement and Data Management 3 cr. hrs.

This course focuses on the analysis and application of theory and skills needed to assess, plan, and evaluate the care of populations within health systems. The evaluation of current outcome measures as well as the acquisition and management of outcome data will be studied. Program design is discussed as it relates to effective outcomes of care. Clinical outcomes, functional outcomes, financial outcomes, and satisfaction indicators will be emphasized.

NURS C725 Primary Care Concepts 3 cr. hrs.

This course focuses on current concepts and issues related to the family nurse practitioner role, legal and ethical parameters of advanced nursing practice, and examination of principles of epidemiology and their application to primary health care. Theories of health promotion, health maintenance, and health restoration across the life cycle are explored. Populations at risk are identified and implications for advanced practice are explored.

NURS C730 Family Theory 3 cr. hrs.

This course provides an in-depth study of concepts, theories, research, and public policy relevant to families. Emphasis is placed on developing a theoretical basis for intervention with families in need of health care. The role of the F.N.P. is explored in terms of appropriate family interventions. Emphasis is placed on collaboration with other health professionals to influence family policy. Environment as an external variable affecting family development, function, interaction, and health is discussed.

NURS C732 Disease Resource Management 3 cr. hrs.

This course focuses on long-term management of complex chronic disorders and disabilities. Emphasis is on accessing, coordinating, monitoring, and evaluating available options and services.

NURS C735 Advanced Research Methods 3 cr. hrs.

This course is an in-depth study of advanced practice nursing research methodologies. Focus is on the interrelationships among theory, advanced nursing practice, and research. Emphasis is placed on developing skills used in critical analysis of nursing research for the purpose of determining applicability of the research to advanced nursing practice.

NURS C740 Health Care Systems 3 cr. hrs.

This course is designed to enable the learner to understand the health care delivery system in the United States. Emphasis is placed on the nursing role related to formulating health care policy and political processes that have the greatest impact to health care. The course focuses on the business of health care including the internal and external environments, financing of health care, and resource management and utilization. Legislative and regulatory processes as related to changing the health care system are explored.

NURS C742 Ethics in Health Care 3 cr. hrs.

Focuses on principles and theories of ethics as they relate to health care delivery, as well as health care administration. This course prepares graduates to appreciate the concepts and principles of ethics and their application in practice. Course activities will provide students with the necessary foundation to apply these principles in the job setting as well as prepare the student for advanced study in health care ethics.

NURS C745 Primary Care I: Theory 4 cr. hrs.

This course focuses on promoting optimum health and functional balance for the adult client with common, acute, and chronic health problems. Topics include immunologic, neurologic, cardiovascular, peripheral vascular, genitourinary, gynecologic, and respiratory dysfunctions, as well as psychosocial and behavioral concerns. Pathophysiological, social, and developmental theories, relevant research findings, and the implications of these for health care are explored. Collaborative management of common health problems is emphasized in the clinical component of the course.

- NURS C748 Nursing Human Resources** **3 cr. hrs.**
This course explores the knowledge and skills required for effective human resource management. Managerial processes and behaviors that promote and maintain a professional nursing practice environment are emphasized.
- NURS C750 Primary Care II: Theory** **3 cr. hrs.**
This course is a continuation of NURS C745. It focuses on promoting optimum health and functional balance for the adult client with common, acute, and chronic health problems, including dermatologic, endocrine/metabolic, gynecologic, gastrointestinal, ophthalmologic, hematologic, psychosocial, and behavioral concerns. Pathophysiological, social, and developmental theories, relevant research findings, and the implications of these for health care are explored. Collaborative management of common health problems is emphasized in the clinical component of the course.
- NURS C752 Health Care Systems Residency** **3 or 4 cr. hrs.**
This practicum provides a guided experience in an agency or agencies appropriate for the student's selected concentration area. Designed as a capstone course of the master's program in Health Care Systems Management, students are expected to be able to demonstrate theory and practice in the field under the supervision of selected preceptors.
- NURS C755 Primary Care III: Theory** **3 cr. hrs.**
This course focuses on promoting optimum health and functional balance for infants, children, and adolescents with common, acute, and chronic health problems. Physiological, social, and developmental theories, relevant research findings, and the implications of these for health and health care are explored. Collaborative management of common health problems of infants, children, and adolescents is emphasized in the clinical component of the course.
- NURS C765 Research in Advanced Nursing Practice** **2 cr. hrs.**
This course focuses on evaluating research findings for use in practice. Research which focuses on practice guidelines, therapeutic management, and cost containment is examined. Emphasis is placed on the integration of research findings into advanced practice. Students will be required to complete a research utilization project.
- NURS C771 F.N.P. Practicum I** **1 cr. hr.**
Clinical experience in a variety of primary care settings with adult clients is the focus of this practicum experience.
- NURS C772 A.N.P. Practicum I** **2 cr. hrs.**
Clinical experience in a variety of primary care settings with adult clients is the focus of this practicum experience.
- NURS C773 F.N.P. Practicum II** **2 cr. hrs.**
Clinical experience in a variety of primary care settings with adult clients is the focus of this practicum experience.
- NURS C774 F.N.P. Practicum III** **2 cr. hrs.**
Clinical experience in a variety of primary care setting with OB/GYN and pediatric clients is the focus of this practicum experience.
- NURS C775 A.N.P. Practicum II** **2 cr. hrs.**
Clinical experience in a variety of primary care settings with adult clients is the focus of this practicum experience.
- NURS C776 A.N.P. Practicum III** **1 cr. hr.**
Clinical experience in a variety of primary care settings with adult clients is the focus of this practicum experience.

LOYOLA INSTITUTE FOR MINISTRY (LIM)

DIRECTOR: Mark S. Markuly, Ph.D.

OFFICE: 200 Stallings

ASSOCIATE PROFESSORS: Gerald M. Fagin, S.J., Barbara Fleischer, Kathleen O'Gorman

ASSISTANT PROFESSORS: Mark S. Markuly, Catherine P. Zeph

EXTRAORDINARY FACULTY:

INSTRUCTOR: Brant Pitre

ADMINISTRATIVE STAFF: Billie Salisbury Baladouni, Associate Director (Adjunct Faculty and Evaluation Services); Cecelia M. Bennett, Associate Director (Administrative Services); Reynolds R. Ekstrom, Associate Director (Program Development and Student Services); Todd McMahon, Associate Director (Instructional Technologies)

The Loyola Institute for Ministry's (LIM) programs are designed to enable students to develop an integration of knowledge and practice through an increased awareness and analysis of their ministry contexts. These contexts include their own ministry site, the society and culture within which it is situated, the Jewish-Christian tradition, and their own personal background. The programs address adult practitioners within the actual context of their ministry. The focus of its programs is contextual learning for those already involved in ministry and in possession of the intellectual and cognitive abilities that come through undergraduate studies. The program seeks to broaden students' information base in pastoral studies and religious education, and to provide a laboratory for their learning and practice of appropriate skills.

The mission of the institute is to prepare women and men for religious education and ministerial leadership in Catholic and other Christian communities through professional graduate education and through professional continuing education. The Master of Religious Education and the Master of Pastoral Studies degrees are offered in the institute. A number of continuing education options are also part of institute programming.

The students, faculty, and staff of the institute form a learning community and educational resource for professionals and paraprofessionals engaged in or preparing for ministry and religious education, as well as for others who want to address themselves intentionally to their ministry in the world. In fidelity to its mission, the institute seeks an integration of knowledge of the Christian tradition, a sensitivity to the dynamics of institutional structures, an appreciation for the times and culture within which one works, and a reflection on personal experience.

The mission of LIM is carried out through on-campus and a variety of distance education programs. The institute has a particular (though not exclusive) mission to areas that do not have benefit of proximate resources for professional graduate education in pastoral studies and religious education.

The institute offers a master's degree in religious education (M.R.E.), a master's degree in pastoral studies (M.P.S.), and a post-master's certificate in pastoral studies both on campus and through distance education. On-campus (LIMOC) M.P.S. focus areas include small Christian community formation, pastoral care and counseling, pastoral life and administration, religion and ecology, African-American ministries, Christian spirituality for pastoral ministry, marketplace ministry, Hispanic ministry, youth ministry,

and the opportunity for an individualized program of study. The Loyola Institute for Ministry Extension (LIMEX) focus areas include small Christian community formation, pastoral life and administration, religion and ecology, marketplace ministries, and Christian spirituality for pastoral ministry. The institute also serves the continuing education needs of adults on campus and in extension by offering a certificate in religious education (C.R.E.), a certificate in pastoral studies (C.P.S.), and an advanced continuing education certificate in pastoral studies.

ADMISSION TO UNIVERSITY

The admission process includes:

1. A formal completed application.
2. A bachelor's degree from an accredited college or university, with a minimum 2.5 GPA for all degree-seeking students.
3. Submission of official transcripts from colleges or universities previously attended for all degree-seeking students.
4. A statement of educational purpose.
5. A résumé of work experience including professional and/or voluntary ministerial responsibilities.
6. Two recommendations (on forms supplied by the institute) attesting to student's capability for graduate study.
7. \$20 nonrefundable application fee.
8. For extension students, a notification of application form (supplied by Loyola) should be sent directly to the sponsoring agency.
9. For LIM Outreach students, a notification of application form (supplied by Loyola) should be sent directly to the on-campus associate director.

All materials should be sent directly to the LIM enrollment office **two months** prior to the start of the student's first course or semester. (International extension (LIMEX) students have these materials sent directly to their administrative liaison at their sponsoring agency.) This allows time for transcripts and other supporting documents to reach the LIM enrollment office and subsequently for the admissions committee to come to an admission decision. Late applications are accepted, but such applicants may only be admitted to their first LIM course as transient students.

ADMISSION TO CANDIDACY

The institute offers courses of instruction leading to the degrees of master of religious education and master of pastoral studies for properly qualified students who have been admitted to degree candidacy.

To apply for candidacy the student must file a formal petition to the institute's graduate studies committee on the basis of items listed below. (Extension program students are advanced to candidacy by the graduate studies committee when the following criteria are met.)

1. Not less than 12 credit hours nor more than 15 credit hours in the institute's graduate courses with a minimum grade point average of 3.0. For on-campus students, of these hours at least six must consist of core courses, including Introduction to Practical Theology.
2. Students must evidence responsible and competent participation in the learning process.
3. Currently registered for credit at Loyola.

Appropriate recommendations will be made by the graduate studies committee to the dean of City College as a result of their review. Degree candidates will be notified and such notification will become part of their permanent records. Students not admitted to

candidacy will be informed of their deficiency. Removal of such deficiency under the direction of the student's adviser must take place upon completion of 15 credit hours. The student must then reapply for degree candidacy.

COURSE REQUIREMENTS

The candidate must complete a total of at least 36 credit hours of graduate work including the work earned prior to his or her admission to degree candidacy. A course in which the student has earned a grade of D or F cannot be counted toward the completion of the credit hour requirement, but will be used in determining the student's grade point average.

The capstone course, Pastoral and Educational Praxis, is required of all students (except those in the pastoral care and counseling focus area) for graduation, and is taken at the end of their program. Students, in their final synthesis-praxis paper, give evidence of understanding and competence in the following areas: 1) articulation of the meaning of practical theology; 2) identification and interpretation of their ministry as an expression of practical theology; 3) evidence of critical reflection on their understanding and practice of ministry through an examination and responsiveness to the influence and interplay of multiple contexts of ministry; and 4) an ability to identify, integrate, and act on significant learnings and challenges emerging from engaging the curriculum.

Students in the pastoral care and counseling focus area participate in clinical pastoral training or experience, ordinarily arranged through a local CPT or CPE supervisor in a hospital, prison, or other pastoral counseling setting. This praxis experience is the capstone course of the pastoral care and counseling focus area. One unit of CPT is the minimum requirement. Students may complete one unit of CPE to fulfill this requirement.

ACADEMIC PROBATION

In order to remain in good standing, a student must earn at least a C in all graduate courses taken and must maintain a cumulative grade point average of 3.0 or higher in Loyola University graduate course work. A student who earns below a C in a graduate course, or whose cumulative grade point average falls below 3.0, will be placed on academic probation. Students admitted under the conditional status are admitted on academic probation and will be notified of their probationary status in their letter of admission.

A student on probation has nine hours or two semesters (whichever comes first) to remove the academic deficiency. If the deficiency is not removed in the allotted time, the student will be excluded from the program as a graduate student.

1. Upon receipt of course grade transcripts from the Office of Student Records, the associate dean of City College will notify students who have been placed on academic probation.
2. Conditionally admitted students, or students on probation who do not remove their academic deficiency in the next term, will receive a second letter notifying them that subsequent academic deficiencies will lead to exclusion from the university as a graduate student.
3. A probationary student who fails to make up his or her academic deficiency in the nine hours or two semesters will be excluded from the university as a graduate student.

CHANGE OF ACADEMIC STATUS

Students may change from graduate status in the program to continuing education status by written request. Continuing education students may apply to the LIM enrollment office for graduate status, subject to the standard graduate admissions requirements. Either change of status must occur only between courses or semesters. Students have the option of changing their status only once during their course of study.

ACADEMIC ADVISEMENT

Each on-campus student consults with an institute adviser in planning his or her full program of graduate courses. The student should meet each semester with his or her academic adviser, a full-time faculty member. Extension students are assigned an academic adviser when admitted. LIMEX instructors of record are available for consultation on academic concerns. Both may be contacted via a toll-free telephone number, e-mail, or fax. LIMEX students are required to participate in a three-session discernment process.

TRANSFER CREDIT

On-campus students are allowed to transfer up to six hours of credit for graduate course work done in theology, religion, religious education, or pastoral ministry studies from an accredited institution. Original transcripts must be presented along with a request to the Graduate Studies Committee. For transfer credit in areas other than those mentioned, it is incumbent upon students to justify a clear and systematic relevance of the work to their LIM degree program. A request must be made to the Graduate Studies Committee, along with a 3 – 5 page rationale. If the transfer is accepted, the learning from the transferred courses is to be integrated into the student's Pastoral/Educational Praxis course.

Because of the extension program's unique educational methodology and sequential curriculum format, LIMEX students are allowed to transfer up to six hours of approved graduate coursework only in lieu of LIMEX focus areas. The above process for applying for this transfer credit must be followed, with the same obligation to integrate their learning into the pastoral/educational praxis course.

CONTINUING EDUCATION UNITS (CEUs)

Persons who participate under the continuing education status are persons who have extensive ministry experience, often in diocesan, school, or parish leadership positions, and have the ability to do the graduate-level reading. Some CEU students lack the required bachelor's degree to enroll for the graduate degree, while others already have graduate credentials and do not wish to earn another graduate degree. Persons who register as CEU students will receive continuing education units as defined by the Southern Association of Colleges and Schools. CEUs are recorded on a Loyola CEU transcript and kept in the permanent records of the university.

Continuing education credit is determined by class attendance, competent participation in the learning group or on-campus course, completion of reading assignments, and other activities necessary for participation in those sessions. Three CEUs are granted for each course in the LIMEX program. On campus, one credit hour equals one CEU. LIMEX focus courses require CEU students to submit written responses to reflection questions. All CEU students who complete the extension or on-campus program receive a continuing education certificate in religious education or pastoral studies.

REQUIREMENTS FOR CONTINUING EDUCATION ADMISSION

Those who are applying to the institute for admission under the continuing education status are required to complete the institute (graduate) application, pay a nonrefundable application fee, submit a résumé and statement of educational purpose, and supply two recommendations (on forms provided by the institute) from professionals in ministry and/or education (pastor, DRE, etc.) who can attest to the applicant's involvement in ministry and ability to do graduate-level reading. This ability to engage in graduate-level reading must be evidenced in the application process.

FINANCIAL AID

Because Loyola offers substantial tuition discounts, additional university scholarships and grants are not available. Federal Student Financial Aid is only available to full-time and part-time students in New Orleans; thus, Extension students are not eligible. Other loan options are available. For information, contact the Office of Scholarships and Financial Aid at (504) 865-3231.

FOR ADDITIONAL INFORMATION, CONTACT:

Loyola University Institute for Ministry

Campus Box 67

6363 St. Charles Avenue

New Orleans, LA 70118

(800) 777-5469 (U.S. and Canada)

0800-896-344 (U.K.)

0800-895-326 (Switzerland)

Fax: (504) 865-2066

Campus Office: Stallings 200

E-mail: LIM@loyno.edu

Website: www.loyno.edu/lim

ON-CAMPUS PROGRAM (LIMOC) MASTER OF PASTORAL STUDIES (M.P.S.), MASTER OF RELIGIOUS EDUCATION (M.R.E.), AND JOINT DEGREE MASTER OF PASTORAL STUDIES (M.P.S.) AND MASTER OF SCIENCE IN COUNSELING (M.S.)

The LIM on-campus master's degree programs are designed for those laypersons, members of religious orders, and ordained persons who are currently engaged in or are preparing for pastoral or educational ministries and who seek to enhance the quality of their ministry activities through a systematic ministry education. On-campus courses focus on the development of ministers who are critically reflective about themselves, their vision, and their efforts. The LIM on-campus student identifies his or her educational goal for the program and critically reviews the theological assumptions underlying his or her ministerial action. Specific courses may be waived based on a student's prior academic experience.

DEGREE REQUIREMENTS

The requirements for both the master of religious education degree and the master of pastoral studies degree consist of 36 credit hours:

- a) The theological core courses (18 credit hours)
- b) Focus area courses and capstone course (12 credit hours)
- c) Elective courses (6 credit hours) chosen by the student.

THEOLOGICAL CORE COURSES

18 credit hours

LIM C703	Introduction to Practical Theology	3 cr. hrs.
LIM C711	Jewish Roots of Christian Faith	3 cr. hrs.
LIM C712	Christian Origins: Intro to New Testament	3 cr. hrs.
LIM C714	Grace, Christ, and Spirit	3 cr. hrs.
LIM C722	Church, Sacraments, and Ministry	3 cr. hrs.
LIM C704	Spirituality, Morality, and Ethics	3 cr. hrs.

FOCUS AREA COURSES

12 credit hours

Master of Religious Education

LIM C701	Foundations of Religious Education	3 cr. hrs.
LIM C715	Curriculum Development	3 cr. hrs.
LIM C716	Religious Education Across the Curriculum	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Master of Pastoral Studies

Christian Spirituality for Ministry

LIM C827	Spirituality for Ministers	3 cr. hrs.
LIM C828	History of Christian Spirituality	3 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Pastoral Life and Administration

LIM C844	Parish Life and Ministry	3 cr. hrs.
LIM C861	Pastoral Leadership and Organization	3 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Pastoral Care and Counseling

LIM C849	Introduction to Pastoral Care and Counseling	3 cr. hrs.
EDGR A830	Counseling Theories	3 cr. hrs.
EDGR A835	Counseling Practice	3 cr. hrs.
LIM C897	Clinical Pastoral Training (CPT)	3 cr. hrs.

Marketplace Ministry

LIM C819	Spirituality and the Theology of Work	3 cr. hrs.
LIM C820	Ministry in the Marketplace	3 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Religion and Ecology

LIM C813	The Universe as Divine Manifestation	3 cr. hrs.
LIM C814	The Emergent Universe: Our Sacred Story	3 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Youth Ministry

LIM C870	Foundations of Youth Ministry	3 cr. hrs.
LIM C876	Adolescent Spirituality and Methods of Faith Development	3 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Hispanic Ministry

LIM C833	Hispanic Experience of Religion and Culture	3 cr. hrs.
LIM C834	Pastoral Ministry in Hispanic Communities	3 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

African-American Ministries

LIM C815	African-American Experience in Religion and Culture	3 cr. hrs.
LIM C816	African-American Religious Experience and Black Church History	3 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Small Christian Community Formation

LIM C809	Inner Life of Small Christian Communities	3 cr. hrs.
LIM C810	Public Life of Small Christian Communities	3 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Individualized Program

	Six credits from LIM focus areas/electives in consultation with an academic adviser	6 cr. hrs.
LIM C750	Dynamics of Small Group Life	3 cr. hrs.
LIM C886	Pastoral and Educational Praxis	3 cr. hrs.

Electives	Six credit hours of elective courses chosen by the student to suit his or her own needs and interests.	
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JOINT DEGREE**Master of Pastoral Studies (M.P.S.) in Pastoral Care and Counseling
and****Master of Science (M.S.) in Counseling****Introduction**

The master of pastoral studies degree at LIM with a concentration in pastoral care and counseling provides theological and spiritual grounding for pastoral care in a variety of local church contexts and other pastoral settings. The master of science in counseling,

through the department of education at Loyola, provides in-depth education on counseling models and meets all educational requirements for state licensure as a professional counselor.

Students in this program must be admitted separately to the Department of Education, as well as the Institute for Ministry. Individually taken, these two degrees would require 84 credits of graduate work. However, the joint degree program allows for certain courses in one master's program to count as required courses or electives in the other. The total number of credits for the joint degree program is 63 credits—a reduction of 21 graduate credits.

Coursework

A complete listing of coursework required for joint degree studies can be found at www.loyola.edu/lim/oncampus/jointdegree.html.

A Rationale for the Joint Degree Program

Spiritual and religious issues often come up in counseling settings. A thorough grounding in theology and hermeneutics helps the counselor appreciate the religious tradition and spirituality of the client. Pastoral ministers often encounter personal situations, when assisting others, that require well-developed counseling skills. The M.P.S. (with a concentration in pastoral care and counseling) and the M.S. in Counseling taken together offer a breadth and depth of expertise that will enhance both counseling practice and pastoral work. Graduates of the joint degree program who subsequently become licensed as professional counselors are eligible to become certified as professional pastoral counselors by the American Association of Pastoral Counselors.

Tuition

Tuition is charged based on your program. For example, you will be charged the MPS rate for LIM courses and the graduate counseling rate for your education courses.

ON-CAMPUS SUMMER PROGRAM

In addition to year-round evening/weekend courses in the on-campus program, LIM offers an intensive six-week summer program on campus which includes weekend, one-, two-, and three-week courses that provide the student with multiple course options, along with community building, shared prayer, and social activities. A master's degree program can usually be completed in four summers, except for the pastoral care and counseling and African-American ministries focus area courses which are only offered in fall and spring semesters. These must be completed in a year-round format.

GRADUATE CERTIFICATE IN THEOLOGY AND MINISTRY

A graduate certificate in theology and ministry may be awarded to persons who have completed a total of 18 credit hours of graduate study at the Institute for Ministry. Twelve of the 18 hours must be in theological core courses; six elective credits complete the certificate. Transfer credits from other institutions are not accepted. Upon completion of 12 hours, graduate certificate students must apply for the certificate or apply for candidacy in a LIM master's degree program; the 12 credits already earned will then be applied to a candidate's work toward a master of religious education or master of pastoral studies degree. Twelve graduate credits of the graduate certificate may be applied to a master of religious education or a master of pastoral studies.

OUTREACH PROGRAM

Because of the geography and size of the greater New Orleans area, the Institute for Ministry offers the LIM Outreach format as an option for students at a variety of off-

campus locations.

Students form intentional learning communities of 6 to 15 persons and complete the theological core courses, consisting of 18 credit hours of the program, in their own location through the LIM extension program format. Students then complete their remaining 18 credit hours of focus area and elective courses on campus, drawing from the rich array of course offerings presented by Loyola faculty and visiting scholars who are known internationally for their work in theology, ministry, and religious education. The delivery format thus combines the advantages of local study and the community-building strength of the extension program with the teaching excellence of internationally-known faculty and academic enhancements offered on campus.

ON-CAMPUS AND OUTREACH TUITION

All graduate credit students on campus and in outreach courses with LIM receive a reduced tuition rate because of the Jesuit commitment to ministry education.

EXTENSION PROGRAM (LIMEX) MASTER OF PASTORAL STUDIES OR RELIGIOUS EDUCATION

In partnership with a sponsoring diocese or other religious institution, Loyola Institute for Ministry (LIM) offers its degree and certificate programs by extension. Students meet in learning groups led by a Loyola-certified facilitator under the direction of Loyola faculty for 10 of the courses. In these common courses, students engage in 10 three-hour sessions that involve discussion of printed lectures and other assigned readings, videotaped input by nationally-known scholars, and other educational interactions. Students also choose two additional courses in a focus area from a variety of available options. These courses are taken in a semi-independent study format. The program is designed to provide in-depth information and reflection on the theory and skills appropriate to ministry and religious education in a variety of settings. A complete prospectus as well as a *LIMEX Policy Manual* on the extension program can be obtained from the institute's office.

EXTENSION PROGRAM CURRICULUM

The requirements for both the master of religious education degree and the master of pastoral studies degree consist of 36 credit hours:

- the theological core course (18 credit hours)
- the context of ministry courses and the capstone course (12 credit hours)
- focus areas chosen by the student (6 credit hours).

Theological Core Courses (18 credit hours)

LIMX G703	Introduction to Practical Theology	3 cr. hrs.
LIMX G711	Jewish Roots of Christian Faith	3 cr. hrs.
LIMX G712	Christian Origins: Intro to New Testament	3 cr. hrs.
LIMX G714	Grace, Christ, and Spirit	3 cr. hrs.
LIMX G722	Church, Sacraments, and Ministry	3 cr. hrs.
LIMX G704	Spirituality, Morality, and Ethics	3 cr. hrs.

Context of Ministry Courses and Capstone Courses (12 credit hours)

LIMX G840	The Sociocultural Context of Ministry and Religious Education	3 cr. hrs.
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LIMX G860	Faith Development and Spirituality	3 cr. hrs.
LIMX G861	Pastoral Leadership and Organization	3 cr. hrs.
LIMX G886	Pastoral and Educational Praxis	3 cr. hrs.

Focus Area Courses (6 credit hours) (The first focus course is a prerequisite to the second course of a focus area.)

Master of Religious Education

LIMX G701	Foundations of Religious Education	3 cr. hrs.
LIMX G715	Curriculum Development	3 cr. hrs.

Master of Pastoral Studies

Christian Spirituality for Ministry (focus area):

LIMX G827	Spirituality for Ministers	3 cr. hrs.
LIMX G828	History of Christian Spirituality	3 cr. hrs.

Pastoral Life and Administration (focus area):

LIMX G844	Parish Life and Ministry	3 cr. hrs.
LIMX G845	Contemporary Issues in Pastoral Ministry	3 cr. hrs.

Youth Ministry (focus area):

LIM G870	Foundations of Youth Ministry	3 cr. hrs.
LIM G876	Adolescent Spirituality and Methods of Faith Development	3 cr. hrs.

Hispanic Ministry (focus area):

LIM G833	Hispanic Experience of Religion and Culture	3 cr. hrs.
LIM G834	Pastoral Ministry in Hispanic Communities	3 cr. hrs.

Religion and Ecology (focus area):

LIMX G813	The Universe as Divine Manifestation	3 cr. hrs.
LIMX G814	The Emergent Universe: Our Sacred Story	3 cr. hrs.

Marketplace Ministry (focus area):

LIMX G819	Spirituality and the Theology of Work	3 cr. hrs.
LIMX G820	Ministry in the Marketplace	3 cr. hrs.

Small Christian Community Formation (focus area):

LIMX G809	The Inner Life of Small Christian Communities	3 cr. hrs.
LIMX G810	The Public Life of Small Christian Communities	3 cr. hrs.

LIMEX ATTENDANCE POLICY

Attendance in the extension program is compulsory. Each course meets at least 10 times to carry out a three-hour learning design provided by the institute. In the event of illness or emergency, a student who misses one or two sessions may make these sessions up and remain in the course. Under extraordinary circumstances, a third absence may be made up with documentation of the reason for the absence. Any request for a waiver of this policy must be put in writing.

LIMEX WITHDRAWAL FROM COURSES

The administrative withdrawal period ends with the fifth session of the course. Through this time, students may withdraw from a course and receive a W in the course. After the fifth session, a student may withdraw from the course and receive a WP in the course. Failure to obtain an administrative withdrawal will result in the grade of F.

LIMEX REFUND POLICY

Students who cancel or withdraw from a course are in some cases entitled to a percentage refund of their tuition. Those who cancel or withdraw must do so by completing an official cancellation/withdrawal form found in their policy manuals.

Mere cessation of attendance does not constitute official withdrawal. The date and circumstances of official withdrawal will determine the amount of tuition refund. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following schedule:

- nonattendance at the first session, a 100 percent refund, less a \$50 administrative fee;
- nonattendance after the fifth session, a 50 percent refund;
- if a physician's certificate is attached to the cancellation/withdrawal form for nonattendance at any point in the course, a 100 percent refund.

WRITING ASSISTANCE

Assistance with writing assignments for courses in the graduate program is offered in conjunction with Loyola's Writing Across the Curriculum center. This gives LIMEX graduate students the opportunity to confer with a writing tutor on all phases of the writing process. Students may contact a tutor by calling the LIMEX office.

EXTENSION STUDENTS AND LIBRARY SERVICES

Any LIMEX student may come to Loyola University and use the catalogs, print and electronic indexes, and all other materials available for use by Loyola students. Borrowing privileges are the same for all students, and the circulation desk will issue bar codes for any LIM or LIMEX students wishing to borrow materials from Loyola's libraries. Extension students with Internet access may log on to the library's web page and link onto the library's online public access catalog. Any material not held by the University Library may be requested through interlibrary loan.

Additionally, extension students may contact the Loyola University distance education librarian and request to have mediated searches of automated databases performed for them, but in some cases they will be billed for the search, just as all other students would be so charged. Other services of the extension librarian include searching the Loyola library for books and journals. Dial-up access to the Loyola University Library Catalog Information is available to extension students if they have access to a personal computer and a modem.

The practicalities involved in obtaining books when the student needs them through the mail often make it difficult to use the campus library. It is for this reason that the Extension Program requires that a professional library be established locally for extension students which must include, but is not limited to, the books on the LIMEX bibliographies.

Sponsoring agencies also agree to provide access for students to college, public, and theological libraries in their area. These local libraries enhance student access to a great variety of additional resource materials. It is through these local libraries that extension students may best gain access to the Internet.

LIMEX TUITION AND FEES

All extension students are assessed tuition and fees on a per course basis. Tuition and fee schedules are available from the LIM office. Because of the uncertainty of the

economy and university budgetary projections, the institute reserves the right to change tuition, fees, or other charges.

Extension program students are exempt from most university fees, such as student government and university center fees. There are, however, some fees charged for returned checks and processing late papers.

Some dioceses and other sponsoring agencies charge a modest administrative fee to help defray administrative costs in the local area. Payment of this fee is not required by nor shared with the institute and in no way affects a student's academic status in the extension program. However, students are encouraged to pay such a fee to assist in the local operation of the program.

The institute does not have a monthly tuition payment plan. Tuition and fees are paid in full at registration which should occur at least five weeks prior to the first session of the course. VISA and MasterCard are accepted.

LIMEX LEARNING GROUP DISCIPLINE

A student who engages in behavior which is disruptive to the learning group environment is in violation of the LIMEX Learning Agreement and LIMEX Policy. Such conduct may cause removal from that learning group and can result in removal from the course with a grade of W. A second such disruption may result in suspension or dismissal from the university. The student has the right to appeal the decision in accord with LIMEX policy.

LOYOLA PASTORAL LIFE CENTER

The Loyola Pastoral Life Center (LPLC) is a continuing education division within the Loyola Institute for Ministry. The mission and programs of the Loyola Pastoral Life Center flow directly from the mission and work of the institute. The specific mission of the LPLC is to provide continuing education opportunities, ministry studies programs, and spiritual enrichment for women and men involved in various leadership aspects of the church's life and ministries. This is done through seminars, training programs, consultations, resourcing, and networking opportunities for emerging pastoral issues. The Loyola Pastoral Life Center plans its activities in collaboration with and response to the needs of national organizations, diocesan pastoral offices, and ministry leaders in local churches. In doing its work, the LPLC remains particularly attentive to the multicultural and ecumenical dimensions of the church in the United States, to smaller rural and Christian home mission dioceses, and to local church communities with new and emerging forms of lay pastoral leadership. Through these activities, LPLC furthers the mission of the church community to promote the reign of God and the primary purpose of LIM: to educate persons for leadership in Christian ministries.

ADVANCED-LEVEL CERTIFICATES

The Institute for Ministry offers two, advanced-level professional credentials for those who qualify for admission to these programs.

Post-Master's Certificate in Pastoral Studies

A Post-Master's Certificate in Pastoral Studies is available to those who have already earned a master's degree from LIM or an appropriate graduate-level degree from another accredited college or university. This program consists of 12 graduate credit hours of study through the completion of two LIM *focus areas*. Transfer credits from other educational institutions are not accepted.

Advanced Continuing Education Certificate in Pastoral Studies (12 credits)

Those who have already earned a master's degree from LIM, one of the continuing education certificates that the institute offers (Certificate of Pastoral Studies or Certificate of Religious Education)—or an appropriate graduate degree from another accredited college or university—may choose to seek an additional professional, continuing education-credit credential from the institute called the Advanced Continuing Education Certificate in Pastoral Studies. This program consists of 12 hours of specialized, continuing education (CEU credits) study through the completion of two LIM *focus areas*. Transfer credits from other educational institutions are not accepted.

SPECIALIZED CERTIFICATE IN PASTORAL LIFE AND ADMINISTRATION

The specialized certificate program offers specialty-level ministry education courses, readings, and integrating project work for persons currently engaged or soon to be engaged in pastoral ministry leadership roles in local Christian faith communities.

Entrance into the program requires one of the following:

1. An earned master's degree (or master's degree candidacy) in pastoral studies, religious studies, religious education, or a closely-related field of study;
2. A certificate in pastoral studies (C.P.S.) or certificate in religious education (C.R.E.) from the LIMEX program of Loyola University New Orleans;
3. A bachelor's degree plus three or more years of documented ministry leadership experience; or
4. The ability to do advanced-level readings/study, plus in-depth and documented, practical ministry leadership experience (five years or more).

This certificate program consists of six courses. Each course earns two CEUs. On-campus students who qualify may also take the courses for graduate credit. Upon successful completion of all course work, the student earns a specialized certificate in pastoral life and administration from the Loyola Pastoral Life Center (LPLC), a division of the institute that offers continuing education and enrichment courses for primarily pastoral ministers and religious educators.

Specialized Certificate Curriculum

- The Dynamic Parish Today
- Effective Leadership and Pastoral Administration
- Canon Law and Civil Law for the Pastoral Minister
- Stewardship and Financial Management in the Local Faith Community
- Presiding Skills in Parish Prayer and Worship
- Cultural Diversity and Parish Ministry

LOYOLA INSTITUTE FOR MINISTRY

GRADUATE COURSES

LIM/LIMX 701 Foundations of Religious Education

3 cr. hrs.

This course is an immersion in the tradition of religious education. It samples the array of perspectives that inform and constitute the field and helps the students locate one's own practical understanding of its meaning and mission. It relates the religious character of education to its explicit forms of practice within religious tradition.

LIM/LIMX 703 Introduction to Practical Theology

3 cr. hrs.

This course seeks to help participants develop a rhythm of disciplined reflection and action for the sake of the reign of God. The traditions of the church, culture, institutional life, and personal life are the matrices of practical theology. Interpretation theory and social analysis are key components of the conversation in which faith and daily life meet and build.

LIM/LIMX 704 Spirituality, Morality, and Ethics

3 cr. hrs.

Students study the connections between personal spirituality and Christian living as a background for exploring personal moral decision making and social ethics today. A contemporary understanding of sin and moral choice introduces a consideration of moral norms, conscience, and decision making. Careful reflection upon and discernment of the basis of one's own moral choices and decision making are major components of the course.

LIM/LIMX 711 The Jewish Roots of Christian Faith

3 cr. hrs.

This course explores the religious heritage of ancient Israel largely through reference to its sacred writing (the Old Testament). It examines the major themes of promise-fulfillment and covenant in Israel's history from the patriarchal period to the apocalyptic era, which was the context of Jesus' life and teachings. The events, metaphors, symbols, stories, and persons which become the interpretive background for New Testament authors will be highlighted.

LIM/LIMX 712 Christian Origins: Intro to New Testament

3 cr. hrs.

This course attempts to uncover "the kingdom of God" in the experience that Jesus effected during His earthly ministry. A study of Jesus' parables, healings, table fellowship with outcasts, and intimacy with "Abba" lead participants to a root understanding of Christian religious experience. The progress of faith developed in the network of Christian communities from Jesus' death/resurrection to the end of the first century in the common era will be studied.

LIM/LIMX 714 Grace, Christ, and Spirit

3 cr. hrs.

In this course, students study grace as God's universal invitation to personal and communal transcendence (fundamental theology). The course examines the work of God's Spirit (pneumatology) in the redemptive transformation of human experience (soteriology), and focuses on Jesus as the touchstone historical manifestation of God in human history (Christology). The course cites important moments in the history of Christian thought, with attention to how language, culture, and history have affected our interpretation of God's saving acts (historical theology). God-person-world meanings, with the theology of Karl Rahner as an example of a contemporary theology of grace, are explored.

LIM/LIMX 715 Curriculum Development

3 cr. hrs.

This course examines a developmental view of curriculum and helps students achieve competence in structuring learning processes that are engaging, appropriate, and effective, while understanding the practice of curriculum as the crafting of an ecology of learning.

LIM 716 Religious Education Across the Curriculum 3 cr. hrs.

This course envisions a school in which religious education is set at the center of the academic curriculum. Within such a school, religious education would obviously take the traditional form of a discrete subject that is concerned with passing on to students the distinctive teachings of the Catholic faith. This explicit focus of necessity remains but a part of the whole curriculum. What is needed and taken up in the course is a more comprehensive and integrated understanding and practice of religious education in which the religious educator partners with teachers to illumine the presence and activity of God, of the sacred, that ultimately and intimately pervades every subject and discipline as well as to affirm and support these teachers' more implicit practice of religious education.

LIM/LIMX 722 Church, Sacraments, and Ministry 3 cr. hrs.

This course helps students understand the experience of church through a historical purview of how community has prayed and ritualized its experience (sacraments, liturgy) of Jesus Christ and how ministry and leadership have functioned throughout its life (laity, hierarchy, structure). It examines the church's self-understandings as disclosed in this purview of the Christian community's life. Special attention is given to Vatican II and postconciliar developments in ecclesiology, especially, vis-a-vis the theology of the local church.

LIM 744 Stewardship and Financial Management 3 cr. hrs.

This course offers a rationale for the integration of foundational issues in pastoral ministry with the principles of sound financial management in parish settings. Application and management of stewardship programs in ecclesial environments, measurement and reporting issues, managerial accounting, and financial data for decision making are studied.

LIM 750 Dynamics of Small Group Life 3 cr. hrs.

This course addresses communications skills, developmental stages of group life, leadership styles and models, group dynamics, conflict and negotiation in educational, pastoral, and small community contexts. (This course is required for M.P.S. focus areas in small Christian community formation, pastoral life and administration, religion and ecology, African-American ministries, and in the individualized program.)

LIM 800 Topics in Religious Education 3/1 cr. hrs.

This course explores specific issues and concerns in religious education. Topics may include history of faith sharing, experiential education, development of educational theory, educational programming, art of teaching, developing a community of educators, and religious education in Latin America.

LIM 804 Models of Religious Education 3/1 cr. hrs.

This course is designed for those students who are already or soon to be director of religious education. Four interrelated areas will be explored: the role and responsibilities of the DRE, administrative skills, models of educating and learning, and the prophetic dimensions of educational ministry.

LIM/LIMX 809 Inner Life of Small Christian Communities 3 cr. hrs.

A true Christian community is both gathered (faith's internal life) and sent (faith's public life). This course examines the internal life of small Christian communities; their leadership, communications, worship, and decision making. It includes historical and theological perspectives of the functioning of Christian communities inside their own boundaries.

LIM/LIMX 810 Public Life of Small Christian Communities 3 cr. hrs.

This course explores the public life of small faith communities. The course includes historical and theological perspectives on the relationship between Christian communities and their surrounding cultures and society.

LIM 811 Old Testament Topics 3/1 cr. hrs.
This course focuses on particular books or themes from the Old Testament collection. Topics may include Pentateuch, Prophets, the historical writings or the Psalms, and themes such as creation, promise and fulfillment, or ritual patterns may be considered.

LIM 812 New Testament Topics 3/1 cr. hrs.
This course explores specific books and themes in the New Testament literature. The focus may vary from the Pauline writings to the Gospel of John, from an inquiry into the teachings of the historical Jesus to the vision of the Church in the Pauline mission.

LIM/LIMX 813 Universe as Divine Manifestation 3 cr. hrs.
This course engages students in a process of discernment, interpretation, and response to the natural world as revelatory, as a primary mediation and distinctive locus of divine presence and activity. Our exploration begins with searching out this revelation in the cosmological order through scientific insights into the structure and functioning of the universe. From this macrophase perspective, the course shifts to the more proximate witness to the divine as this finds expression in and through the planet Earth.

LIM/LIMX 814 Emergent Universe: Our Sacred Story 3 cr. hrs.
This course asks participants to immerse themselves in contemporary discoveries and understandings of the emergent universe and to reflect on its spiritual dimensions and significance. As we become familiar with this new story, this sacred story, we will also attend to the data which describes the urgency of the ecological issue with an eye to discerning its implications for the physical, psychic, and spiritual dimensions of our lives.

LIM 815 African-American Experience in Religion and Culture 3 cr. hrs.
The course provides a means by which African-American culture and religion can be better understood and appreciated each for its own sake as well as its contribution to world civilization and culture. During the course, participants examine the interplay of religion and culture in the African-American experience ranging from African antiquities through the African Diaspora to present day expressions such as theomusicology.

LIM 816 African-American Experience and Black Church History 3 cr. hrs.
This course examines the history and institutional life of Africans and African-Americans in the Diaspora, especially the Western Hemisphere. The study starts in Africa with ancient and traditional African religions, continues into Latin America, and then on to North America with Roman Catholicism, Protestantism, and their synthesis with their African antecedents. Emphasis will be placed on the development of the black church in the United States as an institution.

LIM 819 Spirituality and the Theology of Work 3 cr. hrs.
Oriented to those students who understand their ministry as primarily taking place outside of parish or other explicit ecclesial communities, this course investigates work and profession from the standpoints of vocation and community. Vocation is considered as a transformation of toil into creative work, and profession is viewed as an expression of the way one professes commitment to a particular community. Creativity, redemption, and collaboration are explored in light of workplace systems and the difference that Christians can make in the world.

LIM 820 Ministry in the Marketplace 3 cr. hrs.
This course helps students discern practical approaches to working toward mutually respectful, caring, and just communities in diverse and pluralistic work and community settings. The course will explore how images of collective life rooted in the biblical image of the reign of God can be translated into contemporary societies and community life with respect for persons of varying backgrounds and tradition.

LIM 821 Topics in Christian Theology 3/1 cr. hrs.

This course explores specific issues in Christian theology, including the broad categories of sin, reconciliation, and political theory, or such issues as the contrast in ecclesiologies between Trent and Vatican II.

LIM 825 Methods of Theological Reflection 3/1 cr. hrs.

Students explore a variety of methods for theological reflection, including theology of story; journal keeping; process theology; liberation theology; the interaction of culture, tradition, and personal experience; and case studies. In any given semester, one of these methods may become the focus of the course.

LIM/LIMX 827 Spirituality for Ministers 3 cr. hrs.

This course will discuss the theological foundation of Christian life and explore how ministry is rooted in and gives expression to the minister's relationship with God. Students will be invited to reflect on prayer, discernment, and spiritual growth in the context of finding God in the midst of ministry.

LIM/LIMX 828 History of Christian Spirituality 3 cr. hrs.

This course is an introduction to the variety of experiences and expressions of Christian spirituality from the roots of the Hebrew Scriptures to contemporary spiritual writing. The course will focus on monasticism, mysticism, and modern apostolic spirituality as a way of exploring the recurring questions and challenges that shape the human search for God.

LIM 832 Sacramental Topics 3/1 cr. hrs.

This course focuses on particular sacraments or groups of sacraments such as Reconciliation or Marriage, sacraments of initiation, or sacraments of healing. In any given semester, the focus of this course will change to address particular sacramental concerns.

LIM/LIMX 833 Hispanic Experience of Religion and Culture 3 cr. hrs.

This course presents an overview of the diversity of Hispanic cultures in the United States and introduces participants to the history and development of Hispanic/Latino/Latina theologies that have emerged in the United States context since the second half of the 20th century. Participants will gain an appreciative awareness of various cultural symbols and expressions of religious life among Hispanic communities and explore the implications of these for ministry among Hispanic peoples.

LIM/LIMX 834 Pastoral Ministry in Hispanic Communities 3 cr. hrs.

Rooted in an understanding of cultural and religious experiences of Hispanics in the United States context, this course explores various pastoral approaches that address issues particularly significant in Hispanic communities. Theological reflection on ministry is interwoven throughout the course.

LIM 835 Current Moral Issues 3/1 cr. hrs.

This course explores current moral issues in personal life, work/profession, and sociopolitical life. Students will focus on a particular moral issue such as abortion or nuclear war or on the theoretical and practical implications of contemporary moral theory in a broad category of contemporary life such as sexuality or politics.

LIM 836 Human Sexuality and Christian Faith 3/1 cr. hrs.

The course explores the significance of human sexuality, its expression in personal experience, and cultural influence.

**LIMX 840 The Sociocultural Context
of Ministry and Religious Education 3 cr. hrs.**

This course introduces students to a broad array of disciplines and analytical skills in examining their own cultural and social contexts. The course is designed to assist students in the social sciences and in attuning themselves to sociocultural dynamics in their ministries and educational practice.

LIM 842 Peace and Justice Ministry 3/1 cr. hrs.
This course explores the theoretical and practical issues involved in peace and justice ministry today. Particular issues such as the morality of nuclear war, world hunger, and human rights as well as pastoral approaches to community organizing and political participation will be studied in any given semester.

LIM 843 Women's Issues in Church and Culture 3/1 cr. hrs.
This course offers an exploration of the historical, psychological, and sociological factors which continue to influence the patriarchal tradition in the Western World. The course focuses on the perspective and experience women offer Church and society.

LIM/LIMX 844 Parish Life and Ministry 3 cr. hrs.
The aim of this course is to help participants reflect on today's experience of the parish in its many shapes and forms. Pastoral practice and canon law are used during the course as reference points for discussion of the pastoral and canonical issues raised by the student and the course content.

LIM/LIMX 845 Contemporary Issues in Pastoral Ministry 3 cr. hrs.
This course examines a number of challenges and issues that pastoral leaders face today, especially within the diverse forms of ministry found in local faith communities. Participants will explore various topics related to pastoral ministry, including team ministry, transitions to lay pastoral administrators, ministry in a pluralistic church, and a spirituality of pastoral ministry. Course participants will also examine in more depth ministry to a particular population in their home community (e.g., youth ministry, family ministry, ministry to the bereaved, ministry to single young adults, etc.) and will present a needs analysis identifying the most pressing ministerial needs found among the populations they have chosen to study along with their proposed ministerial responses to those needs.

LIM 849 Introduction to Pastoral Care and Counseling 3 cr. hrs.
This course is a religious and social psychological introduction to the basic stance of pastoral care and counseling. It explores how pastoral counseling is like and not like secular counseling practice and articulates the unique characteristics of forms of counseling calling themselves pastoral.

LIM 855 Psychology and Spirituality 3/1 cr. hrs.
This course offers an examination of psychological theories and classical theological models of spirituality.

LIM 856 Topics in Christian Spirituality 3/1 cr. hrs.
This course explores particular classical spiritualities such as St. Ignatius' spiritual exercises or the spiritual vision of Meister Eckhart, or more generic themes such as prayer and contemporary spiritual discipline.

LIMX 860 Faith Development and Spirituality 3 cr. hrs.
This course explores patterns of human development and spirituality in the faith life of adults. Students reflect upon their own faith journeys as well as the developmental paths of those to whom they minister and educate.

LIM/LIMX 861 Pastoral Leadership and Organization 3 cr. hrs.
This course explores the meaning of pastoral leadership in light of the current research in organizational development and ecclesiology. Current leadership literature is surveyed in light of the mission of the church and the ecclesial vision of participants. Special emphasis is placed upon participative strategic planning processes and organizational development. Participants will analyze an organizational system for its strengths and weaknesses and propose interventions that would strengthen its organizational functioning.

LIM 863 Family Systems 3 cr. hrs.

This course offers an integrational perspective on family systems. The primary purpose of this course is to help participants understand more deeply how the web of family relationships continues to affect all of our interpersonal relationships, including our professional ones. A parallel goal is to sensitize ourselves to the effects of family history on those with whom we interact as professionals in counseling and ministry.

LIM/LIMX 870 Foundations of Youth Ministry 3 cr. hrs.

The course examines the broad foundations of youth ministry with younger and older adolescents. It then investigates a model for comprehensive youth ministry that incorporates developmentally sound youth programs, strengthens the family's role in the lives of young people, involves adolescents as integral members of the local church, and reaches out to key individuals and organizations in the wider community in the dynamic effort to promote healthy youth formation.

LIM 874 Special Topics in Ministry 3/1 cr. hrs.

Students in this course will focus on particular topics critical to their concerns in ministry. Such topics as ministry to the sick and dying, ministry to the aged, and ministry in minority communities will be explored in any given semester.

LIM/LIMX 876 Adolescent Spirituality and Methods of Faith Development 3 cr. hrs.

With this course, students first examine in depth the phenomenon and characteristics of adolescent spirituality today. They then examine typical stages of religious development during the adolescent years. Finally, students direct their attention to a study of a variety of methodologies to enhance and encourage the faith development of youth, and appropriate to helping youth grow in religious knowledge and religious expression.

LIM 880 Ministry and the Arts 3/1 cr. hrs.

This course explores the use of music, mime, art, dance, media, poetry, and storytelling in ritual and religious education. The arts are considered as vehicles of theological expression and liturgical celebration.

LIM 885 Religious Communication 3/1 cr. hrs.

This course explores how a variety of communication media can benefit ministers in their particular settings. Both theory and practice of contemporary communication media, especially the use of television, are explored with hands-on experience.

LIM/LIMX 886 Pastoral and Educational Praxis 3 cr. hrs.

In this capstone course, students employ the method of practical theology to reflect on concerns related to their ministerial and educational praxis. Careful analyses that include the social and cultural circumstances surrounding their identified praxis will be undertaken, as well as an appreciative and critical retrieval of the voice of the faith tradition. Based on that reflection, possible educational and ministerial interventions which meet criteria of pragmatic feasibility and religious faithfulness will be examined and articulated verbally and in writing for evaluation and feedback.

LIM 890 Special Topics 3/1 cr. hrs.

This course number is used to offer courses on an infrequent basis. Typically, the course is offered once using this number with a unique title. For a full description, contact the institute office.

LIM 897 Practicum 3/1 cr. hrs.

Students wishing to explore the practice of ministry in specific contexts may apply to the director to arrange a three-hour practicum which will include a reflective paper and supervised experience.

LIM 899 Independent Study 3/1 cr. hrs.

Students may apply to the director for independent study based on specific situations or needs. Forms are available in the institute office.



RELIGIOUS STUDIES

CHAIR: Robert K. Gnuse, Ph.D.

OFFICE: 408 Bobet Hall

DIRECTOR OF GRADUATE RELIGIOUS STUDIES: Stephen J. Duffy, S.T.D.

PROFESSORS: Stephen J. Duffy, James W. Gaffney (emeritus), Robert K. Gnuse, Vernon J. Gregson, Kenneth P. Keulman, Earl J. Richard, Catherine Wessinger

ASSOCIATE PROFESSORS: Tiina K. Allik, Peter J. Bernardi, S.J., Thomas A. Smith

ASSISTANT PROFESSORS: E. Christian Brugger, Timothy C. Cahill, Grant A. Kaplan

PROVOST DISTINGUISHED PROFESSOR: Denis R. Janz

The master of arts program in religious studies aims at providing a solid and well-rounded foundation in theology and religious studies.

The curriculum is conceived as a broad comprehensive approach to the study of religion. The major concern is to develop in the degree candidate a capability of approaching the field with a sensitivity to scripture, the historical development of western religious thought, an ecumenical awareness, an interdisciplinary mentality, and knowledge of the field's varied methodologies.

More specifically, the program hopes to provide a solid academic basis in religious studies for its students, who will upon completion of their degree, enter into a variety of occupations: teaching religion in high schools or on the primary level, functioning as religious education coordinators on the parish level, serving as staff members of Christian centers, conducting retreats and workshops, organizing and teaching in adult education programs, or working in offices of religious education. The program is also designed to accommodate those who wish to embark upon the first step to the doctoral degree in religious studies or theology and for priests, ministers, religious, and laity who wish to update their theological understanding. Finally, the program aims to service those who wish to develop their knowledge and understanding of religion as one of the major forces in the shaping of culture in human history.

In conjunction with the School of Law, the department also offers the opportunity to pursue the joint juris doctor/master of arts. This program is particularly well suited to those whose professional work combines legal issues with matters of religion or with cross-cultural concerns. Students in this program must be separately admitted to the School of Law as well as to the graduate program in religious studies. The School of Law and the Department of Religious Studies each accept nine credit hours from the other's program to make a combined total of 103 hours for the J.D./M.A.

ADMISSION TO CANDIDACY

A bachelor of arts degree or its equivalent from an accredited college or university is required for admission. Applicants normally must have an overall average of 2.5 in their undergraduate work.

Applicants must have an appropriate background in undergraduate studies. An applicant without such a background may be expected to take preliminary work in religious studies for undergraduate credit.

TRANSFER OF ACADEMIC CREDIT

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six credit hours, with the approval of the departmental chair and/or dean of the college. Each degree program has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment will ordinarily not be considered.

Transfer students will be informed of the amount of credit which will transfer prior to their enrollment, if possible, but at the latest, prior to the end of the first academic term in which they are enrolled.

COURSE PROGRAM

Thirty credit hours must be obtained by either of two programs:

Program A: 30 class hours

Program B: 24 class hours plus 6 hours of thesis preparation.

Reading competence in at least one appropriate foreign language, ancient or modern, is required. Competence in a foreign language will be determined by a departmental examination. Students must pass this examination before the completion of 12 credit hours of work.

The Graduate Record Examination must be taken prior to the second semester of enrollment in the M.A. degree program.

Each student is required to complete foundational courses in the following areas:

- biblical literature
- systematic theology
- the history of Christianity
- ethics
- world religions

By choice of electives, students can then develop a concentration in any of these areas.

Upon completion of class requirements for either program A or program B, each student will take comprehensive examinations which will have both written and oral components. J.D./M.A. students have the option of a capstone project instead of comprehensives.

An average of B must be maintained for all work.

RELIGIOUS STUDIES GRADUATE COURSES

RELS A701 Biblical Methodologies

3 cr. hrs.

This course exposes students to contemporary critical methods used in the scholarly analysis of the biblical text, including form criticism, source criticism, and tradition historical criticism among others. Significant portions of the biblical text will be analyzed.

RELS A704 Pauline Writings

3 cr. hrs.

This course offers an introduction to Pauline studies (life of the Apostle, epistolary genre), and an exposition of the thought of Paul and its development in his seven authentic letters with a focus upon Paul as pastoral theologian and his concepts of God's lordship, the nature and role of the Christ-event, and the consequences of this event for humanity. The course concludes with a survey of the Paulinist writers, i.e., those who later wrote in Paul's name.

RELS A706 The Synoptic Writers

3 cr. hrs.

Following a brief introduction to Synoptic research, this course studies each writer in turn—Mark, Matthew, and the author of Luke and the Acts of the Apostles—to discern their sources, structure, purpose, and theology with special attention to the uniqueness of each writer as narrator and thinker, to the story as a totality, and to the intended audience's response.

RELS A708 Johannine Literature

3 cr. hrs.

This course examines the uniqueness of the Johannine corpus (a gospel, a theological tract, and two letters) and community, with a focus on the background, composition, structure, and theology of the Fourth Gospel. Also, the later documents produced by this unusual community as it merged into the wider Christian community will be examined.

RELS A712 Ethics: Systems and Issues**3 cr. hrs.**

This is a basic course acquainting the student with main approaches to normative ethics, both personal and social, and to the analysis of ethical language and argumentation.

RELS A715 The History of Exegesis**3 cr. hrs.**

This course presents an overview of the history of biblical interpretation from the Patristic age to the present. Participants will select an important biblical passage and trace the history of its interpretation.

RELS A718 Early Christian Thought**3 cr. hrs.**

This course looks at the development of Christian thought through the ante and post-Nicene periods to the end of the patristic period, with readings in primary sources.

RELS A720 Medieval Christian Thought**3 cr. hrs.**

This course examines Christian thought from the end of the patristic period to the eve of the Reformation. Within this period, interest will center on the three centuries between 1000 A.D. and 1300 A.D.—the time when the Middle Ages reached their apogee.

RELS A722 Reformation and Counter Reformation**3 cr. hrs.**

This course examines the theological positions advanced by the principal reformers, e.g., Luther, Melancthon, Zwingli, Calvin, etc., and the Roman Catholic response made at the Council of Trent.

RELS A724 Theology in the 19th and 20th Centuries**3 cr. hrs.**

This course will trace the rise and development of liberal and neo-orthodox theology in Protestantism and developments in Roman Catholicism during this period of clash between religion and modernity. Revisionist and post-liberal theologies are also studied.

RELS A726 Classical Christian Thinkers I**3 cr. hrs.**

This course offers an introduction to key episodes in the history of Christian thought by reading recognized theological classics from the pre-Reformation era.

RELS A727 Classical Christian Thinkers II**3 cr. hrs.**

This course gives an introduction to key episodes in the history of Christian thought by reading recognized theological classics from the Reformation and post-Reformation eras.

RELS A728 The Christian God**3 cr. hrs.**

This course looks at the problem of belief as it evolved from the Enlightenment period to the present, bearing on the secularization process, on God-talk and traditional approaches to God. It will include investigation of recent efforts by process thinkers to reconstruct the idea of God, and implications for Christian theology and life.

RELS A730 Christology**3 cr. hrs.**

This course gives a brief overview of New Testament Christology followed by a study of the development of the pre-Nicene views of Christ and his relation to the Father; the rise of heterodox counterpositions; the official response at various stages of dialectic culminating in the Councils of Nicea, Constantinople I, Ephesus, and Chalcedon; and contemporary critiques of the classical Christological model and recent revisions.

RELS A732 Church and Sacraments**3 cr. hrs.**

This course is a study of the theology of Christian sacraments: structure and function of sacramental economy; a theology of the symbol; the dialectic between rite and church; the relationship between sacramental life and secular existence; and the religious import of non-Roman Catholic sacraments.

- RELS A733 Ecumenical Theology** **3 cr. hrs.**
 This course reviews the origins of Christian division and the motives for the restoration of Christian unity. It reviews recent theological literature and focuses on the joint statements of interfaith dialogues.
- RELS A738 Theological Method** **3 cr. hrs.**
 This is a seminar discussion of the problems raised by philosophical theology for doing theology in the contemporary intellectual context. Readings will be taken from authors such as Lonergan, Rahner, Nygren, Gilkey, Ogden, Tracy, and Pannenberg.
- RELS A744 The Theology of Bernard Lonergan** **3 cr. hrs.**
 Bernard Lonergan has developed a contemporary theological method for the integration of religion with the other dimensions of human existence, principally the human and natural sciences and society. This method and its philosophical basis will be studied in detail. Some background in philosophy is recommended.
- RELS A746 Theology of Karl Rahner** **3 cr. hrs.**
 This course offers a reading survey of the writings of the theologian who has probably been the single most important thinker in the reshaping of contemporary Roman Catholic theology.
- RELS A748 Religions of Asia** **3 cr. hrs.**
 This course offers a study of the history and contemporary status of Hinduism, Buddhism, the Chinese religious tradition, and Islam.
- RELS A749 Islam, Muhammad, and Qur'an** **3 cr. hrs.**
 This course looks at the rise and development of Islam. The Qur'an will be critically read. Topics include the life of Muhammad, Sunnah, Shiah, and the Shariah.
- RELS A750 Theology of Religions** **3 cr. hrs.**
 Is a unified understanding of religion possible given the diversity of religious manifestations? This course offers an inquiry into the history and contemporary status of attempts to explore questions surrounding interreligious dialogue.
- RELS A754 Christian Spirituality** **3 cr. hrs.**
 This course provides a historical and theological study of the development of Christian spirituality and of the teachings of the major schools.
- RELS A755 Dynamics of Salvation** **3 cr. hrs.**
 This course is a study of the history and contemporary status of theories of redemption.
- RELS A756 Theological Anthropology** **3 cr. hrs.**
 This course is a study of the doctrine of grace as it emerged from the scriptures, the Patristic tradition, the medieval synthesis, and through the Reformation period down to the present era. The focus is on anthropological implications.
- RELS A758 Biblical Morality** **3 cr. hrs.**
 This course looks at historical exposition accompanied by individual research on selected texts that have strongly influenced Christian morality.
- RELS A760 Schools of Thought in Ethics** **3 cr. hrs.**
 This course is a critical study of historical schools of thought in moral philosophy and theology with special attention to their influence on Christian norms, values, and practices.

RELS A761 The Pentateuch**3 cr. hrs.**

Pentateuchal traditions are assessed in this course in terms of their literary quality, meaning, and inter-canonical relationships. Significant scholarly issues will be reviewed and textual evaluation will be emphasized.

RELS A762 Biblical Wisdom Literature**3 cr. hrs.**

The didactic literature of the Old Testament is evaluated here in terms of textual, literary, philosophical, and existential categories. Relationships to other intellectual and theological perspectives will be assessed.

RELS A763 Hebrew Prophets**3 cr. hrs.**

This course critically evaluates the prophetic corpus in literary, social-historical, and theological categories. Emphasis is placed on the developmental process which culminates in new theological trajectories.

RELS A770 The History of Christianity**3 cr. hrs.**

This course is a survey of the history of Christianity from the post-biblical period to the present. Utilizing the methods of intellectual, institutional, and social history, this course focuses on major developments, decisive turning points, prominent personalities, and perennial theological problems in order to give a sweeping overview and orientation for further study.

RELS A800 Social Ethics**3 cr. hrs.**

This course investigates methods and theories in social ethics, with attention to their political and economic implications and their relationship to Christian beliefs.

RELS A802 War, Peace, and Global Justice**3 cr. hrs.**

This course offers an exploration of ethical issues of war, peace, and global justice in light of Christian ethical principles. The issues of pacifism and just war or just revolution are explored.

RELS A803 Women in Religion and Culture**3 cr. hrs.**

This course investigates the mutual impact of religious beliefs and gender roles. Special topics include the origin of patriarchy, structures of patriarchy, function of shamanism in women's lives, women in patriarchal religions, violence perpetuated against women in patriarchal cultures/religions, and women creating women's religion.

RELS A804 Millennium Seminar**3 cr. hrs.**

Cross-cultural investigation of the diversity of religious patterns that scholars have termed millennialism, the expectation of an imminent transition to a collective salvation. Catastrophic millennialism, progressive millennialism, nativist millennial movements, and why some millennial groups become involved in violence will be studied.

RELS A805 Comparative Religious Ethics**3 cr. hrs.**

This course is an introduction to the theory, method, and practice of comparative religious ethics that provides an objective procedure for analyzing a religious group's ethical system. The method of analysis will allow for a way to conduct a comparative inquiry and draw conclusions that do not distort the ethical systems being analyzed.

RELS A806 Bioethics**3 cr. hrs.**

The subject matter in this course is defined as the study of moral issues generated or significantly complicated by the biological sciences, both theoretical and applied. The course surveys values and principles traditionally invoked, investigates a representative variety of cases in personal or professional behavior, and reviews recent trends in the literature.

RELS A816	Philosophy of Religion	3 cr. hrs.
This course is a study of the rational status of belief in and beliefs about God, illustrated by writings typical of several different philosophical perspectives; problems of religious language; immortality; and competing truth claims of religions.		
RELS A820	Psychology of Religion	3 cr. hrs.
This course offers a general introduction to the psychological study of religious behavior comprising a short history of the subject with special attention to classic writings since 1890, a review of outstanding theories and methods, and a representative sampling of recent research, especially on personality and development.		
RELS A830	Hindu Theology	3 cr. hrs.
This course is a study of the rise and development of Hindu theistic thought in the millennium following Shankara (788 – 820 A.D.). The schools of identity, difference, and difference-in-identity will be critically studied.		
RELS A891	Thesis I	3 cr. hrs.
RELS A892	Thesis II	3 cr. hrs.
RELS A893	Directed Reading	3 cr. hrs.
RELS A894	Experimental Course	3 cr. hrs.
An experimental course is a course which is offered on an ad hoc basis.		
RELS A896	Seminar/Workshop	arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.		
RELS A898	Research Project	arr.
Focuses on empirical or historical investigation, culminating in a written report.		



STUDENT SPIRITUAL FORMATION

UNIVERSITY MINISTRY MISSION STATEMENT

University Ministry at Loyola University New Orleans serves the holistic education of our students by attending to the spiritual formation of the University community. In collaboration with student leaders, staff, faculty, and administrators, we promote a vision of the “way of proceeding” set forth by St. Ignatius Loyola, the founder of the Society of Jesus. Embracing our common human dignity created in God’s image and likeness, we foster a greater respect for the truth, goodness, and grace to be found in a diversity of faith traditions and people of every culture, race, language, and economic status.

Our Christian, Catholic, and Jesuit traditions commission us to offer a welcoming environment and supportive services to all members of the university community. We assist the formation of our students as contemplatives-in-action: God’s spirit illuminating them with an ever deeper experience of the love of God and inspiring a more generous response to that love by their passionate commitment to service and justice as men and women with and for others.

SPIRITUAL GROWTH AND FAITH DEVELOPMENT

University Ministry supports the spiritual formation and faith development of the students through:

Pastoral Counseling and Spiritual Direction

University chaplains are trained and available to assist others with their spiritual formation and counseling needs. They offer a welcoming and trusting place to find a listening ear, an understanding heart, and a companioning mentor. Contact the University Ministry office or a university chaplain of your choice to inquire about pastoral counseling and spiritual direction.

Worship and Communal Prayer

All faith communities are strengthened and missiioned by their worship and prayer. University Ministry is dedicated to providing quality liturgy where community members actively participate in prayer, word, and sacrament. We offer a variety of worship opportunities (in English and Spanish), and encourage students to share their gifts as a liturgical minister or volunteer.

Interfaith and Ecumenical Opportunities

University Ministry provides many ecumenical and interfaith opportunities for students to celebrate their diverse faith and cultural traditions. We provide training for lay ministry and encourage involvement in a diversity of prayer experiences. We also facilitate relationships with area ministry offices from other faith traditions. Through our shared ownership and prayer, we seek enrichment through our differences while working to create community.

Retreats

University Ministry provides a variety of opportunities for retreats and days of reflection. This can be a time to experience God’s love more profoundly and intimately, to find rest and renewal, and to reflect upon God’s active presence in all the experiences of your life.

Sacramental Preparation

In addition to administering the sacraments of Eucharist and Reconciliation each week, University Ministry provides instruction and guidance for students who are preparing for Confirmation in the Catholic Church and Marriage. For students considering joining the Catholic Church, the RCIA (Rite of Christian Initiation of Adults) process will help them discern their decision and prepare them for the sacraments of Baptism, Holy Eucharist, and/or Confirmation. We also provide Anointing of the Sick as needed.

Confirmation

If you are Catholic and have not celebrated the Sacrament of Confirmation, please contact the UM Center at the beginning of each semester.

Inquiry and Full Initiation into the Catholic Faith

If you are interested in the Catholic Church, the RCIA (Rite of Christian Initiation of Adults) process will help you discern your decision and prepare you for the sacraments of Baptism, Holy Eucharist, and/or Confirmation. Please contact the UM Center.

Christian and Spiritual Life Communities

Ignatian spirituality and the Jesuit vision of education include: prayer, community, service, and working for peace and justice in the world. This tradition serves as a model for small groups of women and men who come together in a more intimate community for faith sharing. Christian Life Community (CLC) members meet on a regular basis to break open the word and to support and encourage each other in living out the gospel. Members also form a supportive community that socializes together and engages in works of social justice outreach. For people who would prefer to be involved with an interfaith community, there are opportunities to join a Spiritual Life Community (SLC) which centers their faith sharing on a rich diversity of spiritual resources.

LUCAP (Loyola University Community Action Program)

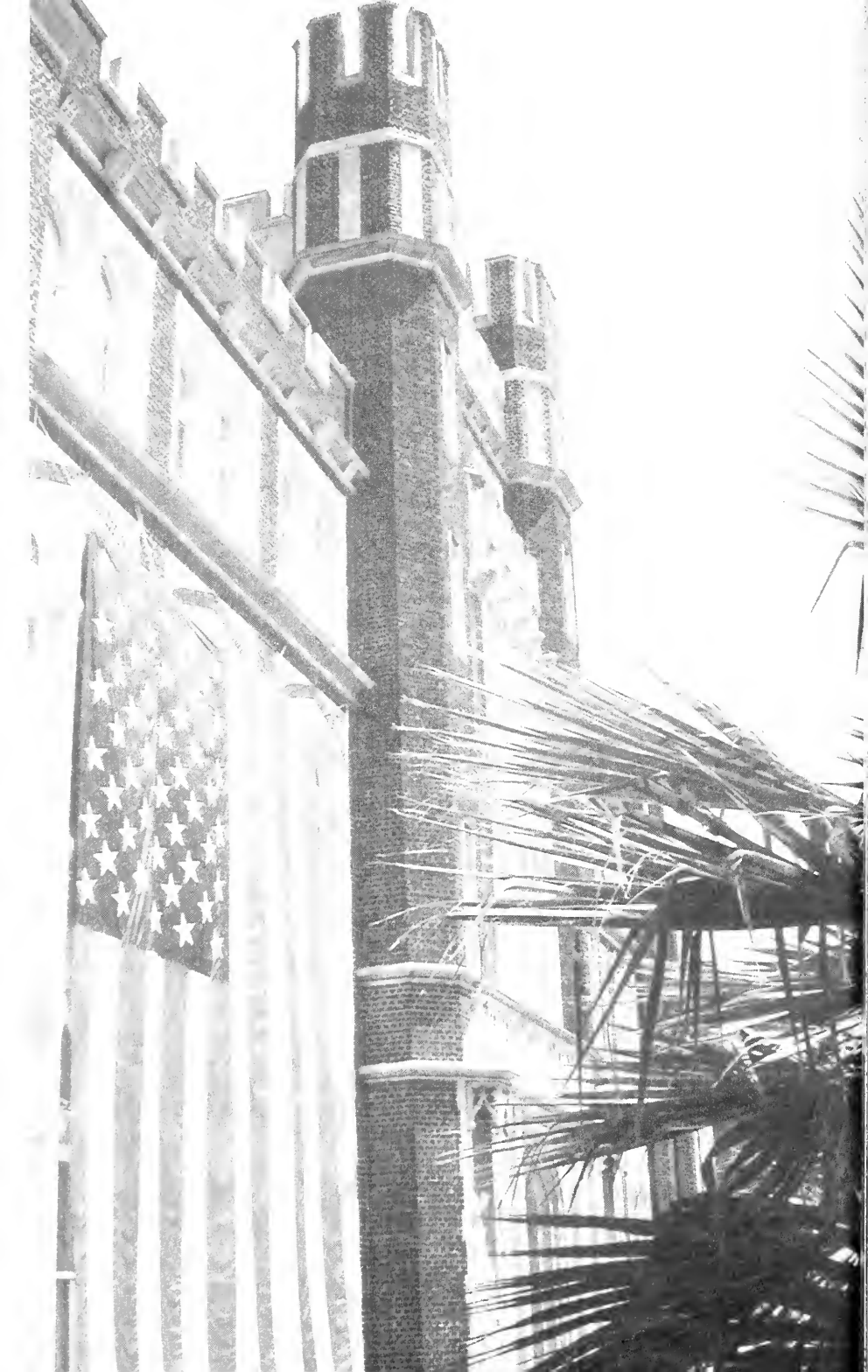
LUCAP provides numerous opportunities to serve, educate, and advocate for the poor and marginalized within the local community. LUCAP participants also meet weekly for reflection and mutual support. LUCAP provides the ideal environment for the integration of one's deep motivational faith-based beliefs with their expression in action and world transformation. "Contemplation in Action" has long been a hallmark of Jesuit education.

Third World Insertion Program (TWINS)

The Loyola University Third World Insertion Program is for students who desire an extended live-in experience of life in Nicaragua. They spend their Christmas break living and working with host *campesino* families and reflecting on the realities of village and urban life in that Central American country. Some degree of proficiency in conversational Spanish is required.

Alternative Breaks

University Ministry partners with programs around the country to provide opportunities for global outreach at a regional level.



STUDENT LIFE

Student life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

COUNSELING AND CAREER SERVICES CENTER

The Counseling and Career Services Center offers services for students wishing counseling for personal or social concerns, assistance in identifying appropriate career goals, and seeking employment opportunities in the field of their choice. These services are provided by a well-qualified professional staff. Confidentiality of information shared between counselor and student is respected at all times.

Students face transitions throughout the college years. Personal challenges, changes in relationships, and finding a career focus are opportunities to consult with a professional who specializes in working with university students. Assessment of career interests and abilities can aid in choosing a major, career choice, or graduate school. Students seeking internships or employment during and after college are aided by job search training and guidance. Potential jobs are called in daily and an active on-campus recruiting program brings employers to Loyola throughout the year.

SPIRITUAL LIFE

Loyola University is a Catholic, Jesuit university. Toward this end, University Ministry strives for the complete integration of Catholic and Jesuit spirituality within the entire university community. Members of this staff strive for total availability and a person-centered rather than a project-centered ministry. They are available at all times to guide, counsel, and advise.

STUDENT HOUSING

Loyola operates four residence halls, Biever Hall which houses undergraduate men and women, Buddig Hall which houses undergraduate women and honors, New Residence Hall which houses upperclass undergraduate men and women, and Cabra Hall on the Broadway campus which houses Law/graduate and upperclass men and women. All residence hall buildings are accessible to students who are physically disabled and each hall has resident rooms to meet the special needs of these students. The Office of Commuter Services provides a listing of off-campus apartments. There are no accommodations for married students on campus.

Cabra Hall is a five story residence hall housing 215 students, 54 per living floor, in six (eight-person) suites and one (seven-person) suite. The hall is centrally heated and air conditioned. All rooms are double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks, and local telephone service. Cabra Hall facilities include a kitchen with a microwave oven, sundeck, vending services, storage room, three laundry rooms, ice machine, computer room, T.V. lounge, basic cable service, etc. A convenient transportation system links the Broadway campus with the main campus, located approximately two blocks away.

Residents of residence halls are subject to the housing policies which are promulgated in the *Student Handbook* and *Resident Register*. Full-time professionally trained personnel are provided in all the residence halls to aid students in achieving personal and educational

goals. Resident assistants, located in each floor, help provide a well-balanced social and educational atmosphere. Residence halls have live-in resident chaplains who are Jesuit priests, Catholic sisters, or lay individuals who have training and experience in the areas of human development.

Requests for accommodations should be forwarded directly to the Office of Residential Life following notification of acceptance to the university. Reservations are confirmed only after receipt of a signed contract and a \$100 application fee, which is 50 percent refundable in the event the student cancels prior to July 1. **Students must present proof of adequate accident/sickness insurance coverage.** Housing contracts are for both the fall and spring semesters.

STUDENT HEALTH SERVICE

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The Student Health Service is directed by an administrative director under the direction of a medical director (physician). The office is open Monday through Friday, 8 a.m. to 5 p.m. Trained student health assistants are available on campus for night, weekend, and holiday emergency medical referral service during the academic year. Each week, physicians are available during designated hours to see students. The health service also maintains extensive lists of off-campus medical specialists for students requiring special care. Treatments by health center personnel are provided at no charge to the student. Medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

HEALTH INSURANCE

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those students who are from out-of-town. Resident students and international students are required to present proof of personal health insurance coverage or they must enroll in the university endorsed health insurance plan. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Students desiring health insurance information should contact the Student Health Service.

IMMUNIZATION POLICY

Effective January 1991, Louisiana Law, (Section 1, R.S. 17:170) requires all students entering the university for the first time to show proof of immunization for tetanus/diphtheria (within the past 10 years) and show proof of a TB test (within the past year). Failure to show proof of these immunizations and test will require the students to receive the immunizations from a private physician or Student Health Service at the student's expense prior to registering for classes. In addition, all students born after 1956 and entering the university for the first time must show proof of immunization for measles, mumps, and rubella (two doses). Failure to show proof of these immunizations will require the student to receive the immunizations from a private physician or Student Health Service at the student's expense prior to registering for classes.

All first-time students shall be required to comply with these provisions unless the student submits a written statement from a physician stating that the procedure cannot be done because of medical reasons, a written dissent from a parent or guardian, or a written statement from a clergy stating that the procedure cannot be done for religious reasons. In the event of an outbreak of a communicable disease, the university may exclude

from attendance all nonimmunized students until the appropriate disease incubation has expired or the student presents proof of immunization.

IDENTIFICATION CARD (LOYOLA EXPRESS CARD)

The student identification card at Loyola University is referred to as the Loyola Express Card. Loyola Express cards for new students are free during the registration period. After the start of classes all cards cost \$15 each. Only one express card is allowed per student, all others must be turned in to the Loyola Express Card office. The cards are used for residence hall access, food services, admittance to the Recreational Sports Complex, campus events, and for other activities. They are required for use of campus library facilities.

Students must obtain their Loyola Express Cards from the Loyola Express Card office and have them on their persons at all times to present to university officials on demand. Loan of the card to anyone is prohibited. Use of another's card subjects the user, and the loaner, to a fine and/or disciplinary action. Lost or stolen cards must be reported immediately to the Loyola Express Card office and/or Office of University Police. There is a \$15 charge for replacement cards. Loyola Express Cards are used for the full term of enrollment at Loyola. Cards must be validated at the beginning of each semester in the Loyola Express Card office located on the lower level of the Danna Center on the main campus.

INTERNATIONAL STUDENT AFFAIRS

The Office of International Student Affairs serves the more than 200 international students currently at Loyola. International students include students with F-1, J-1, or other non-immigrant visas, students who are not citizens of the United States, students whose first language is not English, and students who do not reside within the continental United States.

The primary function is to provide international students with whatever assistance is needed in adjusting to life here in the United States and at Loyola, where it involves cultural, linguistic, academic, financial, immigration, or personal questions. The office coordinates all university programs for international students. In addition, it serves as the liaison between international students and the various university administrative and departmental offices, agencies of the United States government, foreign governments, and private organizations. All student and exchange visitor immigration matters are handled through this office.

Through a wide variety of programs, the office encourages interaction between international students and the university and local communities. Through this interaction, all participants develop an appreciation of other cultures and of their own and maximize their social, cultural, and academic experience.

The director serves as adviser to the International Student Association, a social and cultural organization. In addition, a file is maintained of study abroad materials for all Loyola students interested in studying in another country. The Loyola University-sponsored health insurance is a requirement for all non-immigrant students. Each admitted student will receive the application and information about this insurance prior to his or her attendance at Loyola.

LOYOLA INTENSIVE ENGLISH PROGRAM

Loyola Intensive English is a non-credit program specifically designed for persons who wish to learn English as a second language. It is intended to help those who need to learn, improve, or perfect English skills for academic reasons, for job-related reasons, or for personal enrichment. The emphasis is on speaking, aural comprehension, reading, and writing, but Loyola's special interest is in the integration of these different skills into fluency and competence in English. Loyola's program is compact and personal. Classes are never larger than 15 students, and most classes are considerably smaller. As a result, every student receives a great deal of individual attention.

Loyola's Intensive English offers courses for four hours per day, Monday through Friday. These 20 hours a week of formal classes are supplemented by other language-learning activities, such as the tutorial program, language labs, computer lab, lectures, and special activities. Students are individually tested and evaluated at the beginning of each course to determine their present competency in English and to place them at an appropriate ESL level. Along with evaluations of language performance, the Intensive English Program provides career counseling and advice about admissions procedures to colleges and universities.

Acceptance to the Intensive English Program does not guarantee further admission to Loyola's regular degree-granting courses of study. Some students may qualify to take regular academic courses along with their Intensive English courses, but must submit applications for admission as regular academic students with their applications for admission to Intensive English.

A unique feature of Loyola's Intensive English is the tutor program. Tutors are advanced Loyola students, all native speakers of English, who receive special training in ESL and cross-cultural issues at LIEP. Students meet with tutors for a minimum of three hours per week. Tutors will develop formal and informal relationships with small groups of Intensive English students and will provide the opportunity for extended conversation and practice in English. The program is coordinated by the Office of International Student Affairs.

COMMUTER SERVICES

The Office of Student Activities also serves as a communication link between the off-campus student population and university programs and services. The university recognizes its responsibility for responding to the unique needs of its commuter population. This office, therefore, provides a computerized apartment listing service, locker rentals, and literature on campus programs and services.

Communication is further enhanced by the information on the university web page and e-mail. This office also acts as an advocate for commuter concerns and needs to the university administration.

LOYOLA UNIVERSITY POLICE DEPARTMENT

Loyola University complies with Louisiana R.S. 17-3351(c) and the Federal Campus Security Act of 1990 by annually publishing crime statistics and other required information. Following is a synopsis of some of the information required under these acts.

The Reporting of Criminal Actions

The Loyola University Police Department (LUPD) is a fully-authorized police department open seven days a week, 24 hours a day throughout the year. LUPD responses are handled in accordance with the guidelines and laws set forth by local, state, and federal criminal justice systems. Crimes or suspicious activity may be reported in person at the department's headquarters located in Biever Hall on the main campus. LUPD can also be reached through any campus telephone by dialing extension 3434. Emergencies should be reported by dialing 911 from any campus telephone, or from the emergency telephones located on the campus grounds and all floors of the parking garages.

The Loyola University Police Department (LUPD) routinely issues warnings to the campus community of potentially dangerous campus and/or neighborhood situations. In addition, a monthly campus crime statistical report is distributed, and the university annually publishes its campus crime statistics. Copies of the pamphlet outlining the university's Security Policies and Crime Statistics may be obtained from the Office of Admissions or the Loyola University Police Department headquarters. This information

is also published each semester in the course schedule, which can be obtained from the Office of Student Records.

Campus Law Enforcement

All uniformed officers at Loyola University are P.O.S.T. certified and commissioned by the State of Louisiana as university police officers. Under the authority of Louisiana Revised Statute R.S. 17:1805, officers are empowered to enforce all local and state laws and have the power of arrest while executing their duties in connection with campus crime. They are also authorized to obtain and execute search warrants and arrest warrants, both on and off campus, for all crimes committed on campus. All commissioned officers are authorized to carry firearms and must meet the minimum qualifications for firearms training set forth by the Louisiana P.O.S.T. Council.

LUPD has cultivated and benefits from a positive and open working relationship with local and state police agencies, a relationship in which all agencies work very closely together to control campus crime and address specific problem areas, as needed.

The administrative office responsible for university police service is the Office of the Vice President for Student Affairs.

Access to Campus Facilities

Students, faculty, and employees at Loyola have access to academic, recreational, and administrative facilities on campus. Access to the residence halls is limited to resident students and their guests and is a controlled access system. Access to residence halls by university employees is on an "as needed" basis, and incorporates strict key and/or card control procedures. The general public may attend cultural and recreational events on campus; however, their access is limited to parking lots and the facilities in which these events are held. LUPD officers patrol these areas on a 24-hour basis, as well as other areas of the campus community.

Firearms

The possession of firearms, chemicals, fireworks, explosives, knives, weapon replicas of any type, or other instruments used as weapons except as explicitly authorized by the university is prohibited upon the land owned by the university. Violation of this regulation is cause for disciplinary action up to and including dismissal from the university. In addition, criminal prosecution and penalties may be applicable under federal, state, and/or city law.

Monitoring Criminal Activities of Off-campus Student Organizations

The Loyola University Police Department has an excellent working relationship with the Second District of the New Orleans Police Department and the neighboring Tulane University Police Department. This positive relationship and communications link permits us to keep track of criminal activity off-campus, in areas where some of our students may live or frequent.

Loyola University Police requests annual crime statistics from New Orleans Police regarding off-campus property owned or controlled by student organizations recognized by Loyola. In addition, the chosen officers of these organizations are required to report specific crimes, as mandated by federal law, to the Loyola University Police within 48 hours of occurrence.

Alcohol and Drugs

The possession, consumption, and sale of alcoholic beverages on the Loyola University campus is permitted within the limits prescribed by state and federal laws, and in accordance with the specific regulations that have been established by the university. These rules and regulations can be found in the *Student Handbook*.

The misuse of marijuana and other drugs in this context includes barbiturates, amphetamines, cocaine, tranquilizers, LSD compounds, and any and all substances so defined by state criminal law and is a violation of federal, state, and municipal laws. Loyola University cannot and will not protect students from prosecution under federal, state, and municipal laws.

Alcohol and Drug Abuse Education Programs

The Loyola University Alcohol and Drug Education Program offers education, information, and assistance for individuals and groups concerned about substance abuse issues. Counseling, assessment, and referral services are available for individuals. An education group is available for students who have been referred to the program because of disciplinary incidents involving alcohol and drugs. A resource library has been created for students, faculty, and staff which contains books, pamphlets, and videotapes addressing a variety of substance abuse issues.

Crime Prevention

The Loyola University Police Department has an ongoing Crime Prevention Program designed to inform all students, faculty, and staff members of services and protection offered. These programs include lectures during orientations, residence hall meetings, and special events (spring break, Christmas, Mardi Gras, etc.). There is an ongoing dedication to educating the campus community on personal safety, not only while on campus, but also while living and traveling in the local community.

Security Lighting and Maintenance

Loyola University maintains a high level of dedication for a safe environment by ensuring proper lighting of the campus at nighttime, along with the trimming of trees and implementation to reduce risks and add to this safe environment during the construction and maintenance of new or existing buildings.

Other Specialized Services

As support to help provide the Loyola community with a safe and secure campus, Loyola's University Police Department offers specialized services. These services include 24-hour safety escorts, shuttle runs between the two campuses, Provide-a-Ride (a late night off-campus safety shuttle service), security alarm and parking garages closed circuit television (CCTV) monitoring, first aid and CPR, self-defense training for women, free fingerprinting, motorist assistance, lost and found, free bicycle registration, use of property ID engravers, and parking and traffic enforcement.

CAMPUS PARKING

Students may park on campus by purchasing a parking permit from the Loyola Express Card/Parking Services office located on the lower level of the Danna Center. Visitors may park in the Freret Street Parking Garage by paying a daily rate or at a paid parking meter. Parking regulations are enforced 24 hours every day, weekends and holidays included. Please refer to the Loyola University parking and traffic regulations brochure, available at the Loyola Express Card/Parking Services office or Loyola University Police Headquarters, for a complete listing of parking regulations.

For further information about on-campus parking, please contact the Loyola Express Card office at (504) 865-3000.

STUDENT ACTIVITIES

There are approximately 120 student organizations recognized and active on the Loyola campus. They are classified in the following categories: academic and professional societies, cultural/ethnic organizations, service organizations, athletic/recreational clubs, social fraternities, honorary fraternities and organizations, social sororities, special interest organizations, and student communications media. A complete listing of all recognized organizations is available in the Student Activities office.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association consists of elected members representing the four colleges. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure input in areas of student concern. The SGA sponsors programs and services as well as funding student organizations of the university. Meetings of the SGA are held once a week and are open to all students and members of the university community.

THE UNIVERSITY CENTER AND STUDENT ACTIVITIES

The Joseph A. Danna Center is the university center for Loyola University. Its mission is to provide services, facilities, and programs for the entire university community. Objectives established for the university center by the Danna Center Advisory Board aim at making it a campus center where all members of the university can meet, formally and informally; provide services and facilities to the university; complementing the educational goals of Loyola by providing cultural, social, and recreational programs; and maintaining the center as an open forum where all sides of issues may be discussed.

The University Programming Board is the campus-wide programming entity responsible for delivering the cultural, social, and recreational programs for the university. This organization, whose membership consists of student volunteers, establishes a vital link to quality out-of-classroom experiences.

The facilities of the Joseph A. Danna Center provide the environment for the University Programming Board, the Student Government Association, and student organizational activities. In addition to containing food services, a bookstore, lounges, Student Affairs offices, meeting rooms, student organization offices, an art gallery, a service mall, and recreational areas are located in the center.

RECREATIONAL SPORTS

The Department of Recreational Sports provides opportunities for Loyola students, employees, and alumni to participate in competitive and noncompetitive, organized and informal sports and fitness activities. It is the express purpose of Recreational Sports to meet the diverse needs of the university community with a broad-based, comprehensive program including intramural sports, extramural sports, club sports, noncredit instructional programs, open recreation, and special interest programs. Students participating in all sports are responsible for ensuring that they are medically able to withstand the rigors of the physical activity in which they plan to engage. Likewise, all students should have sufficient personal injury insurance in the event of an accident.

The Recreational Sports Complex is a multipurpose sports facility which includes: courts for basketball, tennis, volleyball, badminton, soccer, and floor hockey; racquetball courts; an Olympic-style natatorium for swimming and diving; a whirlpool; a suspended jogging track; a weight-lifting/conditioning area, and the Loyola Athletic Hall of Fame. It also has locker rooms, each with a sauna and steam room. Students are admitted free with their university ID card and may purchase memberships for immediate family members.

INTERCOLLEGIATE ATHLETICS

The Loyola Wolfpack intercollegiate athletic program competes in the NAIA (National Association of Intercollegiate Athletics), Division I, as a member of the Gulf Coast Athletic Conference (GCAC). Loyola currently fields teams in the following sports: men's and women's basketball, cross country, baseball, women's soccer, and women's volleyball. By a student referendum conducted in 1991, the program is financially supported by a student fee dedicated to the intercollegiate athletic program. Loyola does not offer athletic scholarships to its athletes.



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THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition, and the fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the Mississippi River to what is now Jackson Avenue. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837, seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847, the priests bought a small piece of the same land they had owned nearly a century before, and in 1849, the College of the Immaculate Conception opened its doors at the corner of Baronne and Common streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of \$75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisers dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said later he wished he had not since he could have within 10 days sold enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was purchased with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was \$22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered \$7,500 more for the property.

In May 1890, the parish of Most Holy Name of Jesus was established for the area. Rev. John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "Little Jesuits," was built, and Mass was celebrated in it in May 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. The first president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907, Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W.E. Claiborne. Out of his group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. In 1910, this group, with the assistance of its ladies auxiliary, was responsible for the building of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe. Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911, the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments—what are now known as college programs—to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr., of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower, arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In 1919, the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law also was established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the new university. In 1973, the law school moved into an ultramodern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum streets and later moved to Jackson Avenue and Carondelet Street. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to the Loyola campus with Dr. Schuyten as dean.

The roots of City College date back to 1919 when evening courses were first offered at Loyola for students who were unable to pursue full-time degree programs. By 1949, the demand for such evening courses had grown to an extent that the university decided to establish an Evening Division to serve the educational needs of working

adults. In 1970, the Evening Division, with an enrollment of 1200 students, was chartered as City College, an academic college comparable to the other four colleges at Loyola, with its own dean and full-time faculty.

From 1926 to 1947, a four-year degree program leading to a bachelor of science degree in economics was offered by the College of Arts and Sciences. In 1947, the Department of Commerce of the College of Arts and Sciences expanded into the full-fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall shortly thereafter. Dr. John V. Conner was the first dean. In 1950, the college was admitted to associate membership in the Association to Advance Collegiate Schools of Business, and in 1957, the college was admitted to full membership. In 1983, the college was renamed the Joseph A. Butt, S.J., College of Business Administration in honor of the Jesuit priest who taught generations of Loyola business students. The college moved to Miller Hall, its present home, in 1986.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians, and business executives call Loyola their alma mater.

Loyola has a colorful sports history. A double-decker stadium on Freret Street was the scene of exciting football games, including the first collegiate night game in the south. Olympic and national champions have worn the maroon and gold. The intercollegiate athletics program was discontinued in 1972 but reinstated in 1991, following a student referendum in which students voted for its return. The Wolfpack currently competes in the N.A.I.A. (National Association of Intercollegiate Conference) for both men and women.

In 1964, Loyola completed major physical plant expansion with the dedication of three new buildings, a 404-student residence hall, a university center named "Dr. Joseph A. Danna Student Center," and a central heating/cooling plant. In 1967, Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000-square-foot J. Edgar Monroe Memorial Science Building. Today this impressive structure houses science-oriented departments and is known as Monroe Hall.

In 1984, the university purchased the 4.2-acre Broadway campus, formerly the campus of St. Mary's Dominican College. The Broadway campus, located on St. Charles Avenue at Broadway, is a few blocks from Loyola's main campus. Major renovations were completed to two existing buildings in 1986, creating modernized housing for the School of Law and Law Library.

In 1986, a 115,000-square-foot Communications/Music Building was dedicated. The building, constructed on the corner of St. Charles Avenue and Calhoun Street, houses the Department of Communications and the College of Music. The building boasts, in addition to the latest technology for broadcasting and music studios, the 600-seat Louis J. Roussel Performance Hall.

The six-level Recreational Sports Complex was dedicated in February 1988. The RecPlex includes two floors of racquetball, tennis, basketball, and volleyball courts; a natatorium with diving pool, whirlpool, sauna, and steam room; an elevated jogging track and weight room. The building also houses a four-story parking garage.

In 1989, historic Greenville Hall on the Broadway campus was renovated to provide office space for the Division of Institutional Advancement (alumni/parent relations, development, public affairs, and publications). This outstanding Italianate structure was built in 1892 for St. Mary's Academy, a girls' school established in 1861 by Dominican nuns from Cabra, Ireland. In 1864 when the nuns acquired the property on which the

building sits, the area was known as the village of Greenville, a community which was annexed by the City of New Orleans in 1870. In 1910, the academy became St. Mary's Dominican College. In 1984, the same year Loyola bought the Broadway campus, Greenville was designated a historic landmark by the Orleans Parish Landmarks Commission.

Loyola's Broadway campus today also includes the School of Law, Cabra Residence Hall, and the Department of Visual Arts in St. Mary's Hall.

In 1993, Loyola purchased the old Mercy Academy at the corner of Calhoun and Freret streets. The facility was renovated in 1994 – 95 and a number of departments moved in including the Office of Human Resources, the Office of International Student Affairs, and the Department of Education. The newly established Jesuit Center and Women's Resource Center are also housed there.

During the 1994 – 95 academic year, the School of Law celebrated its 80th anniversary; City College celebrated its 25th anniversary during the 1995 – 96 academic year; and the College of Business Administration celebrated its 50th anniversary during the 1997 – 98 academic year.

In 1996, Loyola officially changed its name to Loyola University New Orleans to distinguish itself from other Jesuit institutions with similar names.

Loyola continues to grow and expand physically. A new 500-car parking garage was completed on West Road in 1996. The new 150,000-square-foot, 550,000-volume-capacity J. Edgar and Louise S. Monroe Library opened its doors in January 1999 and was dedicated in February 1999. *Thresholds: The Campaign for Loyola University New Orleans* supported the library project and provided funding endowment for faculty and staff support and endowment for student financial aid. The \$50 million capital campaign, the largest in Loyola's history, exceeded its goal within its established five-year framework (1993 – 1998) with a total of over \$51 million raised. A new residence hall was also completed in 1999.

Loyola University New Orleans is one of 28 Jesuit colleges and universities in the United States and the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.

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INDEX

A

Academic Calendar	167
Academic Counseling and Assessment	28
Academic Facilities, Centers, and Institutes	27
Academic Progress, Satisfactory	25
Academic Regulations	36
Academic Requirements	16
Academic Resource Center	28
Academic Standing	40
Academic Work	39
Academic Work Appeals Procedure	39
ACE Consortium	29
Accounting Courses	55
Add/Drop Period	37
Administrators, University	148
Admission (see also individual program listings)	16
Early	18
Graduate Freshmen	17
Graduate Readmits	17
Graduate Transfer Students	17
International Students	18
Transient Students	17
Admission Actions	17
Admissions Deadline	16
Admit Types	17
Advising, Faculty	36
Appeals Procedure	38, 39
Applicant Definitions	16
Application Deadlines	16
Application Policy	17
Application Process	17
Association of Jesuit Colleges and Universities	162
Auditing	37

B

Beta Gamma Sigma	51
Billing	23
Board of Trustees	148
Boggs Center	29
Business Administration	49
Academic Standing	50
Accreditation	49
Admissions	50
Awards	51
Beta Gamma Sigma	51
Courses	55
Curriculum	52
Master of	52
Mission and Purpose	49
Programs of Study	49

Business Ethics

Legendre-Soule Chair in	51
-------------------------------	----

C

Calendar, Academic	167
Careers	43
Center for Environmental Communications	29
Center for the Study of Catholics in the South	29
Change of Grade	41
Character and Commitment Statement	13
Classification	16, 38
Classroom Discipline	38
Classroom Discipline Appeals Procedure	38
Commencement	44
Communications (See <i>Mass Communications</i>)	
Commuter Services	142
Computer Labs	28
Computer Supplies	28
Computer Technical Support and Training	28
Correspondence Directory	inside frt. cover
Counseling	69, 72
Counseling & Career Services Center	139
Criminal Justice	64

D

Danna Center, Joseph A.	145
Decision Science Courses	58
Definitions for Applicants	16
Degree Requirements, Term for Completion of	18
Diplomas	44
Disability Services	19
Discipline, Classroom	38
Dismissal	42
Procedures	42
Dormitories (See <i>Residence Halls</i>)	
Drop/Add Period	37

E

Early Admission	18
Economics Courses	58
Economics Institute	30
Education and Counseling	69
Admission to Program	69
Course Program	70
Courses	76
Degree Candidacy	69

Degree Requirements	69	History of Loyola	158
Elementary	74		
Post Baccalaureate Certificate	76	I	
Secondary	75	Identification Card	22, 141
Educational Levels	16	Immunization Policy	140
Elementary Education	74	Information Technology	28
Employer Tuition		Institute for Ministry	
Reimbursement Program	23	<i>(See Loyola Institute for Ministry)</i>	
Enrollment at Other Universities	44	Institute for the Study of Catholic Culture	
Environmental Communications,		and Traditions	30
Center for	29	Institute of Environmental	
Environmental Communications,		Communications	31
Institute of	31	Institute of Politics	31
Excess Aid	24	Integrity of Scholarship and Grades	39
Exclusion Procedures	42	Intellectual Property Rights, Policy on	47
Exclusions	18	Intensive English Program (LIEP)	141
Express Card	22, 141	Intercollegiate Athletics	146
Extension Program (LIMEX)		International Business Center	31
Master of Pastoral Studies		International Students	18
or Religious Education	117	International Student Affairs	141
Attendance Policy	118		
Curriculum	117	J	
Learning Group Discipline	120	Jesuit Center	31
Library Services	119	Jesuit Colleges and Universities,	
Refund Policy	119	Association of	162
Specialized Certificate in		Juris Doctor/Master of Business	
Pastoral Life and Administration	121	Administration	51
Students and Library Services	119		
Tuition and Fees	119	L	
Withdrawal from Courses	119	Leave of Absence	44
Writing Assistance	119	Legal Studies Courses	60
		Legendre-Soule Chair	
F		in Business Ethics	51
Faculty	150	Library	27
Faculty Advising	36	Lindy Boggs National Center for	
Fees	20	Community Literacy	32
Finance Courses	59	Loans, Student	23
Financial Aid	25	Loyola Character	
		and Commitment Statement	13
G		Loyola Express Card	22, 141
Gillis Long Poverty Law Center	30	Loyola Institute for Ministry (LIM)	32, 109
Goals of Loyola	7	Admission	
Grade Appeals	41	to Candidacy	110
Grade Change	41	to University	110
Grade Point Averages	40	Academic Advisement	112
Grade Reports	41	Academic Probation	111
Grading	40	Change of Academic Status	111
Graduate Admission	16	Continuing Education Units	112
Graduate Programs	5	Course Requirements	111
Graduation	43	Courses	122
Eligibility	43	Extension Program (LIMEX)—	
Time Limit	43	Master of Pastoral Studies	
Grievances and Complaints	47	or Religious Education	117
		Curriculum	117
H		Financial Aid	113
Harassment, Policy on	19	On-campus Graduate Certificate	116
Health Insurance	140	On-campus Program—Master	
Health Service	140	in Pastoral Studies or	

Religious Education	113
On-campus Summer Program	116
Outreach Program	116
Transfer Credit	112
Loyola Intensive English Program (LIEP) ..	141
Loyola M.B.A. Association	51
Loyola University. Story of	158

M

Management Courses	60
Marketing Courses	62
Mass Communications	81
Admission	81
Cognate Courses	83
Core Courses	82
Course Requirements	82
Courses	84
Elective Courses	82
Final Written/Oral Examinations	84
Joint Degree Program	83
M.A. Degree Candidacy	83
Program Description	81
Program Summary	81
Thesis	84
Transfer Credit	83
Master of Arts in	
Mass Communications	81
Master of Arts in Religious Studies	129
Master of Business Administration	52
Basic Core Requisites	52
Concentration Requirements	53
Curriculum	52
Independent Studies	54
Internships	54
Study Abroad	54
Transfer Work	55
Master of Business Administration/	
Juris Doctor	51
Master of Criminal Justice	64
Master of Education in	
Counseling	72
Elementary	74
Reading	76
Secondary	75
Master of Music	87
Master of Music in Performance	90
Master of Music Education	91
Master of Music Therapy	92
Master of Pastoral Studies	
Extension Program (LIMEX)	117
On-campus Program	113
Master of Religious Education	
Extension Program (LIMEX)	117
On-campus Program	113
Mathematics Center	32
Meal Plans	22
Medical Withdrawal	45
Monthly Payments	23

M.S.N. Program for B.S.N. Graduates	99
Music	87
Admission	87
Admission to Candidacy	88
Comprehensive Examinations	88
Courses	93
Graduate Committee	
and Graduation	89
Residence	89
Music Education Courses	93
Music Ensembles	93
Music History and Literature Courses	94
Music Pedagogy Courses	95
Music Performance Courses	95
Music Theory Courses	96
Music Therapy Courses	96

N

Network Access	28
Nondiscrimination Policy	18
Nursing	99
Accreditation	99
Admission Requirements	
for B.S.N. Graduates	100
Courses	105
Degree Programs	103
Degree Requirements	102
M.S.N. Program for B.S.N. Graduates ..	100
R.N.-to-M.S.N. Admission	
Requirements	101
R.N.-to-M.S.N. Program	101

O

On-campus Graduate Certificate	116
On-campus Program—Master in Pastoral	
Studies or Religious Education	113
On-campus Summer Program	116
Outreach Program	116
Overpayments/Excess Aid	24

P

Parking, Campus	144
Pastoral Life Center	33, 120
Pastoral Studies	
(See <i>Loyola Institute for Ministry</i>)	
Payment, Tuition	23
Policies and Regulations	17
Policy on Intellectual Property Rights	47
Policy on Nondiscrimination	18
Policy on Release of Information	46
Policy on Sexual Harassment	19
Policy on Students with Disabilities	19
Post Baccalaureate Certification	
in Education	76

R

Reading	76
Records Retention Policy	45

Recreational Sports	145
Re-enroll, Intent to	44
Refund Policy.....	24
Registration	36
Early	36
Late.....	36
Regulations, Policies and.....	17
Release of Information, Policy on	46
Religious Education	
<i>(See Loyola Institute for Ministry)</i>	
Religious Studies	129
Admission to Candidacy	129
Course Program.....	130
Courses.....	130
Repetition of Courses.....	37
Residence Halls.....	21
Billing and Payment Policy.....	23
Board (Meals).....	22
Room Rates	21
Residency.....	43
R.N.-to-M.S.N. Admission Requirements	101
R.N.-to-M.S.N. Program.....	101
Ross Foreign Language Center	33

S

Satisfactory Academic Progress	25
Secondary Education	75
Security (University Police Department)..	142
Security of Student Records.....	47
Service Learning Center	33
Sexual Harassment, Policy on.....	19
Shawn M. Donnelley Center for	
Nonprofit Communications.....	34
Spiritual Life	139
Statement of Educational Purpose	6
Story of Loyola University	158
Student Activities.....	145

Student Government Association	145
Student Grievances and Complaints	47
Student Health Service.....	140
Student Housing.....	139
Student Life.....	139
Student Records, Security of.....	47
Student Spiritual Formation.....	136
Study Abroad, Business	54

T

Telephone Services	28
Technical Support and Training.....	28
Term for Completion	
of Degree Requirements.....	18
Transcripts.....	46
Transfer of Academic Credit	18
Tuition.....	20
Billing and Payment Policy.....	23
Monthly Payments	23
Refund Insurance	24
Refunds	24
Twomey Center for Peace through Justice	34

U

University Administrators.....	148
University Center.....	145
University Police Department.....	142

V

Veterans Certifications.....	45
------------------------------	----

W

Whelan Children's Center.....	34
Withdrawal from Courses	37
Withdrawal from the University	44
Withdrawal, Medical, from the University.	45
Women's Resource Center	35

ACADEMIC CALENDAR

Graduate

FALL SEMESTER 2003[†]

AUGUST

- 18 M President's Convocation for faculty and staff
First 8-week City College classes begin
- 22 F Registration and drop-add for all students continues
- 23 S M.B.A. Orientation
- 25 M Classes begin
- 25 – 29 M – F Late Registration (\$20 fee) begins and drop/add continues
- 29 F Last day to be admitted and registered
Last day to drop/add (LORA will remain open until 10 p.m.)
Last day to change to full-time status or to audit
Last day for 100% refund

SEPTEMBER

- 1 M Labor Day holiday
- 5 F Last day for 90% refund
- 11 TH Mass of the Holy Spirit; 11 a.m. classes cancelled
- 26 F Last day for 50% refund
- 29 – Oct. 3 M – F Loyola Week

OCTOBER

- 3 F Spring and Summer 2003 incomplete (1) grades changed to F
- 13 – 14 M – T Fall break holidays
- 13 M First 8-week City College classes end (Monday classes held on Tuesday, October 14)
- 15 W Last 8-week City College classes begin
- 24 F Last day to apply for graduation in May, August, and December 2004
Last day for 25% refund
- 31 F Last day to withdraw

NOVEMBER

- 3 M Spring 2004 advising and early registration begins
- 26 – 28 W – F Thanksgiving holidays

DECEMBER

- 1 M Classes resume
- 5 F Last graduate division classes
- 6 – 7 SA – SU Study days
- 6 – 12* SA – F Final Examinations*
- 15 M Last 8-week City College classes end
- 16 T Grades for graduate students due in deans' offices by noon

[†] Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

* Saturday only exams will be held on Saturday, December 6.

SPRING SEMESTER 2004[†]

JANUARY

- 5 M.....City College session A classes begin
- 8 TH.....Registration and drop/add for all students continues
- 9 F.....President's Convocation for faculty and staff
- 10 SA.....M.B.A. Orientation
Drop/add for enrolled students begins
- 12 M.....Classes begin
- 12 – 16 M – F.....Late registration (\$20 fee) and drop/add continues
- 16 F.....Last day to be admitted and registered
Last day for drop/add (LORA will remain open until 10 p.m.)
Last day to change to full-time status or to audit
Last day for 100% refund
- 19 M.....Martin Luther King, Jr., birthday holiday
- 23 F.....Last day for 90% refund

FEBRUARY

- 13 F.....Last day for 50% refund
- 20 F.....Fall 2003 incomplete grades (I) changed to F
- 23 – 27 M – F.....Mardi Gras holidays

MARCH

- 1 M.....Classes resume
- 8 M.....City College session A classes end
- 9 T.....City College session Z classes begin
- 19 F.....Last day for 25% refund
- 26 F.....Last day to withdraw
- 29 M.....Summer/Fall 2004 advising and early registration begins

APRIL

- 5 – 9 M – F.....Easter holidays for graduate classes
- 12 M.....Classes resume for graduate classes

MAY

- 3 M.....Graduate division last day of class
- 4 – 10 T – M.....Graduate division examinations
- 10 M.....City College session Z classes end
- 13 TH.....University Baccalaureate Mass
- 15 SA.....Commencement for colleges of Arts and Sciences, Business
Administration, City College, Music, and graduate division
- 19 W.....Grades for graduate students due in deans' offices by noon

[†] Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

SUMMER 2004[†]

FIRST FIVE-WEEK SESSION

MAY

- 24 M.....Classes begin and registration continues
- 25 T.....Last day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
- 27 TH.....Last day for 90% refund

JUNE

- 1 T.....Last day for 50% refund
- 10 TH.....Last day for 25% refund
Last day to withdraw
- 24 TH.....Final examinations for evening classes
- 25 F.....Final examinations for all other classes
- 30 W.....Grades due in deans' offices by noon

SECOND FIVE-WEEK SESSION

JUNE

- 28 M.....Classes begin and registration continues
- 29 T.....Last day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund

JULY

- 1 TH.....Last day for 90% refund
- 5 M.....University Holiday
- 6 T.....Last day for 50% refund
- 15 TH.....Last day for 25% refund
Last day to withdraw
- 29 TH.....Final Examinations for evening classes
- 30 F.....Final Examinations for all other classes

AUGUST

- 4 W.....Grades due in deans' offices by noon

EDUCATION FIVE-WEEK SESSION

JUNE

- 7 M.....Classes begin and registration continues
- 8 T.....Last day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
- 10 TH.....Last day for 90% refund
- 15 T.....Last day for 50% refund
- 24 TH.....Last day for 25% refund
Last day to withdraw

JULY

- 5 M.....University holiday
- 13 – 16 T – F.....Final examinations
- 19 M.....Grades due in deans' offices by noon

M.B.A. FIRST SIX-WEEK SUMMER SESSION

MAY

- 24 MClasses begin and registration continues
25 TLast day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
28 FLast day for 90% refund

JUNE

- 3 THLast day for 50% refund
14 MLast day for 25% refund
Last day to withdraw
30 – Jul. 1 W – THFinal examinations

JULY

- 9 FGrades due in deans' offices by noon

M.B.A. SECOND SIX-WEEK SUMMER SESSION

JULY

- 5 MUniversity holiday
6 TClasses begin and registration continues
7 WLast day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
12 MLast day for 90% refund
16 FLast day for 50% refund
27 TLast day for 25% refund
Last day to withdraw

AUGUST

- 12 – 13 TH – FFinal examinations on last class day
18 WGrades due in deans' offices by noon

CITY COLLEGE EIGHT-WEEK SESSION

MAY

- 31 MClasses begin and registration continues

JUNE

- 4 FLast day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
11 FLast day for 50% refund
25 FLast day for 25% refund
Last day to withdraw

JULY

- 5 MUniversity holiday

AUGUST

- 2 MLast day of classes
9 MGrades due in deans' offices by noon

† Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

* Students may register for each session at that session's registration. Check with your adviser or dean's office for available times for advisement and online registration time periods.

*** Students with morning classes may first attend classes and then register. If you have any questions or concerns, the Office of Student Records is available Monday – Friday (8:30 a.m. – 4:45 p.m. (until 6 p.m. on Wednesdays when classes are in session)). Law students should contact the Office of Student Records in the School of Law. Summer Bridge students should contact the Office of Academic Enrichment. Please refer to the "General Information" section in the Registration Schedule for additional information.

FALL SEMESTER 2004[†]

AUGUST

- 23 MPresident's Convocation for faculty and staff
First 8-week City College classes begin
- 27 FRegistration and drop/add for all students continues
- 28 SAM.B.A. orientation
- 30 MClasses begin
- 30 – Sep. 3 M – FLate registration (\$20 fee) begins and drop/add continues

SEPTEMBER

- 3 FLast day to be admitted and registered
Last day to drop/add (LORA will remain open until 10 p.m.)
Last day to change to full-time status or to audit
Last day for 100% refund
- 6 MLabor Day holiday
- 10 FLast day for 90% refund
- 16 THMass of the Holy Spirit: 11 a.m. classes canceled
- 27 – Oct. 1 M – FLoyola Week

OCTOBER

- 1 FLast day for 50% refund
- 8 FSpring and Summer 2004 incomplete (I) grades changed to F
- 18 – 19 M – TFall break holidays (see note for Tuesday, October 19)
- 19 TFirst 8-week City College classes end (Monday classes held on Tuesday 10/19)
- 20 WCity College session Z classes begin
- 29 FLast day to apply for graduation in May, August, and December 2005
Last day for 25% refund

NOVEMBER

- 1 MSpring 2005 advising and early registration begins
- 5 FLast day to withdraw
- 24 – 26 W – FThanksgiving holidays
- 29 MClasses resume

DECEMBER

- 10 FLast graduate division classes
- 11 – 12 SA – SU ...Study days
- 11 – 17 SA – FFinal examinations*
- 16 THLast 8-week City College classes end
- 21 TGrades for undergraduate and graduate students due in deans' offices by noon

[†] Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

* Saturday only exams will be held on Saturday, December 11.

SPRING SEMESTER 2005[†]

JANUARY

- 3 M.....City College session A classes begin
- 6 TH.....Registration and drop add for all students continues
- 7 F.....President's Convocation for faculty and staff
- 8 SA.....M.B.A. orientation
Drop add for enrolled students begins
- 10 M.....Classes begin
- 10 – 14 M – F.....Late registration (\$20 fee) and drop add continues
- 14 F.....Last day to be admitted and registered
Last day for drop add (LORA will remain open until 10 p.m.)
Last day to change to full-time status or to audit
Last day for 100% refund
- 17 M.....Martin Luther King, Jr.'s birthday holiday
- 21 F.....Last day for 90% refund

FEBRUARY

- 7 – 11 M – F.....Mardi Gras holiday
- 14 M.....Classes resume
- 18 F.....Last day for 50% refund
Fall 2004 incomplete grades (1) changed to F

MARCH

- 7 M.....City College session A classes end
- 8 T.....City College session Z classes begin
- 11 F.....Mid-term grades due in deans' offices by noon
Last day for 25% refund
- 21 – 25 M – F.....Easter holidays for graduate classes
- 25 F.....Last day to withdraw
- 28 M.....Classes resume for graduate classes

APRIL

- 4 M.....Summer Fall 2005 advising and early registration begins

MAY

- 4 W.....Graduate division last day of class
- 5 – 11 TH – W.....Graduate Division Examinations
- 9 M.....City College session Z classes end
- 12 TH.....University Baccalaureate Mass
- 14 SA.....Commencement for colleges of Arts and Sciences, Business
Administration, City College, Music, graduate division, and
special programs
- 18 W.....Grades for graduate students due in deans' offices by noon

[†] Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

SUMMER 2005[†]

FIRST FIVE-WEEK SESSION

MAY

- 23 M.....Classes begin and registration continues
- 24 T.....Last day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
- 26 TH.....Last day for 90% refund
- 31 T.....Last day for 50% refund

JUNE

- 9 TH.....Last day for 25% refund
Last day to withdraw
- 23 TH.....Final examinations for evening classes
- 24 F.....Final examinations for all other classes
- 29 W.....Grades due in deans' offices by noon

SECOND FIVE-WEEK SESSION

JUNE

- 27 M.....Classes begin and registration continues
- 28 T.....Last day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
- 30 TH.....Last day for 90% refund

JULY

- 4 M.....University holiday
- 5 T.....Last day for 50% refund
- 14 TH.....Last day for 25% refund
Last day to withdraw
- 28 TH.....Final examinations for evening classes
- 29 F.....Final examinations for other classes

AUGUST

- 3 W.....Grades due in deans' offices by noon

EDUCATION FIVE-WEEK SESSION

JUNE

- 13 M.....Classes begin and registration continues
- 14 T.....Last day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
- 16 TH.....Last day for 90% refund
- 21 T.....Last day for 50% refund
- 30 TH.....Last day for 25% refund
Last day to withdraw

JULY

- 4 M.....University holiday
- 19 – 22 T – F.....Final examinations
- 25 M.....Grades due in deans' offices by noon

M.B.A. FIRST SIX-WEEK SUMMER SESSION

MAY

- 23 M.....Classes begin and registration continues
- 24 T.....Last day for registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
- 27 F.....Last day for 90% refund

JUNE

- 2 TH.....Last day for 50 % refund
- 13 M.....Last day for 25% refund
Last day to withdraw
- 29 – 30 W – THFinal examinations

JULY

- 8 F.....Grades due in deans' offices by noon

M.B.A. SECOND SIX-WEEK SESSION

JULY

- 4 F.....University holiday
- 5 T.....Classes begin and registration continues
- 6 W.....Last day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
- 11 M.....Last day for 90% refund
- 15 F.....Last day for 50% refund
- 26 T.....Last day for 25% refund
Last day to withdraw

AUGUST

- 11 – 12 TH – F.....Final examinations
- 17 W.....Grades due in deans' offices by noon

CITY COLLEGE EIGHT-WEEK SESSION

MAY

- 30 M.....Classes begin and registration continues

JUNE

- 3 F.....Last day for late registration and drop/add
Last day to change to audit (Student Record's Office)
Last day for 100% refund
- 10 F.....Last day for 50% refund
- 24 F.....Last day for 25% refund
Last day to withdraw

JULY

- 4 M.....University holiday

AUGUST

- 1 M.....Last day of classes
- 8 M.....Grades due in deans' offices by noon

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